Welcome to Managing Organizational Performance, a core course in the Public and Nonprofit Management sequence. The first course, Managing Politics and the Policy Process, put you in the position of a manager looking outwards to the authorizing environment and a variety of stakeholders. The second course, Public Budgeting and Financial Management, provided you with language and tools to locate, use, measure, and evaluate the financial resources that organizations need to implement policies.

This course puts you in the position of a manager looking inward, to improving organizational operations and capacity. In this course you will learn analytical frameworks and develop skill-sets regarding the strategies and techniques that you will apply when managing organizational performance in public and nonprofit organizations. During the quarter you will:

- Learn about the role of performance measurement and management in helping an organization achieve its mission and add public value.
- Develop skills in working with employees, teams, unions, and contractors to improve organizational performance.
- Analyze and redesign services, work flows, and delivery systems to serve customers better.

The operational and capacity issues emphasized in this course are intended to broaden and deepen the skills and perspectives you bring to your work as a manager. In particular, the course introduces you to the major internal and service delivery responsibilities of a manager. This course is designed to enhance your ability to manage the operations of a public or non-profit agency, as well as to provide you with approaches to managing collaborations and contracts with
other public and nonprofit organizations. At the same time, the course will also address the managerial implications of public value dilemmas, ethics, and diversity.

The course is structured into three modules, beginning with a focus on aligning mission with performance outcomes. In this first module, we learn how to define the direction and operational needs of the organization as represented by its mission and by the needs of external authorizers and stakeholders. An examination of accountability mechanisms and performance management techniques enables you to identify qualitative and quantitative approaches to assessing an organization’s progress toward the goals that reflected in its mission. In the second module, we explore techniques for assessing and managing relations with employees, teams, and diverse workplaces. The third module focuses on managing the flows of processes, people, operations, and technology to improve organizational performance. This provides a managerial framework for re-engineering organizational resources to meet organizational performance objectives.

The course uses teaching cases, readings, discussions, small-group exercises, guest speakers, and a team project to improve your knowledge and application of concepts. This course requires that you carry forward the strategic and political perspective of the fall course, so that internal actions and processes advance organizational goals and recognize external realities in the larger political environment. The unique focus of this course is on internal operational effectiveness, which is reflected in targeted assignments and analytic techniques needed to guide, support, and assess mission effectiveness.

READINGS:

The course material includes readings that are available on the course website, via links on this syllabus, and for purchase directly from Harvard Business School as indicated below.

The following Kennedy School of Government (HK) and Harvard Business School (HBS) cases and Harvard Business Review (HBR) articles are required and are available for direct purchase from Harvard Business School:

- Virginia Mason Medical Center (HBS 5-606-044)
ASSIGNMENTS

The written assignments for this course consist of two memos (the second memo is a 3 person team project) and a final team project that will also be presented in class. Each assignment must be submitted before class begins on the day it is due, unless other arrangements are made in advance. Any late assignment will receive a grade penalty, unless our prior arrangement establishes otherwise.

NOTE: Please put your name, date, assignment designation (i.e., Memo #1), and page numbers on all your work. Please staple multiple pages together. Not doing so will be reflected in a lower grade.

Your course grade will be determined as follows: 1

<table>
<thead>
<tr>
<th>Participation</th>
<th>22%</th>
</tr>
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<tbody>
<tr>
<td>(includes: attendance, comments in class, online discussion posts, quiz section exercises, peer assessment form part one)</td>
<td></td>
</tr>
<tr>
<td>Memo #1</td>
<td>15%</td>
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<tr>
<td>Memo #2</td>
<td>20%</td>
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<tr>
<td>Quiz #1, #2, #3 @ 5%</td>
<td>15%</td>
</tr>
<tr>
<td>Team Project</td>
<td>28%</td>
</tr>
<tr>
<td>(includes: paper, exercises, presentation, peer assessment form part two)</td>
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</tr>
</tbody>
</table>

100%

Please note that you may earn extra participation credit by posting any relevant reflections, articles, radio stories, video clips, etc that you find that may aid the class learning environment. You may also earn extra credit by commenting on others' posts. Posts that are directly relevant to course readings or discussions as well as thoughtfully presented or explained are more likely to receive full extra credit. Please post to the discussion post thread about open topics, all things MOP.

Other opportunities to receive extra credit or bonus points will be announced in class.

All late assignments will receive a grade penalty, unless you receive an extension in advance in writing. The penalty will be at least .3/day. For example, an assignment that receives a 4.0 (A) on the merits will be recorded as a 3.7 (A-) if one day late, and a 3.4 (B+) if two days late. Class meetings will involve discussions about the assigned cases and readings. The quality of our discussions will depend on your collective and individual participation, so your attendance, careful preparation, and active involvement in class are essential to the success of the course. I expect you to take the time and consideration to do the reading, prepare for class, contribute to discussions, and work constructively with your colleagues and me to support classroom learning.

1 The Professor reserves the right to modify this syllabus at any time. Please check the course website for the most updated version.
Missed Class Make-Up Memo:
Please notify me as soon as you know that you are unable to attend class so that we can make arrangements for you to have an opportunity to learn the class content. To avoid having your participation grade lowered for missing a class and to help you keep up with other students, you must (1) notify me in advance with the reason for your absence, and (2) submit a one- to two-page memo that provides a summary analysis of that day’s readings.

Grading memos: Substance
“A” (4.0) 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
“A” (4.0) 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”)

Remember, grades are reflection of what you earn, not ‘what the professor gives you.’

Students are expected to behave ethically and honorably with regard to their performance in the course. Plagiarism consists of passing off as one’s own work the ideas, words, writings, graphs/charts that were created by someone other than you. Plagiarism is cheating and cheating is a violation of academic, professional, and personal integrity. Cheating is a failure of course expectations and results in a failure to meet the course requirements.
CLASS PARTICIPATION entails:
contribution to both class and small-group discussions;
participation in study (quiz) sections, attendance is required;
posting to weekly online Discussion message boards, posting each week is required
during the quarter; and offering feedback and support to your colleagues as part of our learning community.

Please note that missing three class sessions during the quarter may put you at risk of not passing this course.

I expect you to take the time and consideration to do the reading, prepare for class, contribute to discussions, work constructively with your colleagues and me to support classroom learning, and turn in high quality written work that reflects careful thought.

You have enrolled in a professional program to be trained to be a professional. This means:
- you will act professionally
- you take your education seriously
- you will behave as if this is your job

Effective managers (and analysts) in all organizations have to participate 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. Our classroom environment provides you with a forum for practicing these skills. Timeliness, preparedness, respect, and attentiveness are great virtues in professional life, and I grade participation accordingly. These are professional courtesies developed through habit. They are also easy to observe (and grade), because it is usually obvious when students (and employees) are late, unprepared, disrespectful of peers, or inattentive. Improving the intellectual content of one’s discussion skills, however, is usually more challenging than improving one’s habits. Therefore, I will help you in this regard throughout the course (particularly in small-group discussions), and will look for improvement when assigning your participation grade.

General Participation Tips
- Prepare thoroughly for each class by (a) reading the assigned literature and cases, preparing answers to the discussion questions, (b) developing your own questions, (c) preparing outlines of the analytic frameworks in the readings and how the cases might be interpreted in light of these frameworks, and (d) striving to integrate the assigned readings cumulatively throughout the course. (Note that each task above is progressively more challenging by building on prior tasks, and requiring greater preparation. The more you prepare, the more you will learn and the easier participation will be.)

- 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. If you are prepared, why hesitate?
• No one is expected to have a comprehensive answer that distills a framework to its kernel of “truth” or that “cracks” a case. The cumulative effect of well-considered thoughts is what we are trying to build. You need only play a part.

• Show respect for your colleagues’ ideas 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. Your body language is more obvious than you may be aware. Strive to be attentive, respectful, and inclusive.

• Consider asking your colleague a question that clarifies or “pushes back” on a particular comment. Such questioning often leads to the kind of richer and deeper discussion that generates insight and learning. But do not simply counterpunch – the best responses clarify understanding, add nuance, and move a discussion forward. Strive to build group knowledge, rather than tear down the arguments of others.

• 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.

• If you have trouble figuring out how to participate, you might consider some of the following ways to get started: quickly respond to the assigned discussion questions; take advantage of the more general questions that often come up at the beginning of case discussions; or volunteer for specific tasks like “reporting back” for your group after small-group discussions. The more practice you have, the easier participation becomes.

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 before they are turned in, and by other comments and encouragement you provide outside of class. All of these activities are important to learning. If you find participation difficult or troublesome, please contact me so we can discuss ways to help you get the most out of the class.

Other Specific Participation Expectations
• Arrive on time; do not leave early
• Sit at the tables – not the chairs along the back wall
• Pay attention when others are talking
• Laptops, cell phones, and pagers will be turned off in class (except for students who have documented reasons for needing them in class).

Course-related Email & Communication
• the teaching assistant shall be the point of first contact for all course related questions or communications. Please contact Professor Herranz if: 1) you have not received a reply from the TA within 48 hours; 2) the TA suggests that you do; or 3) you are not satisfied with the TA’s response.
• course-related emails should adhere to established professional etiquette
email should be composed as if it is an official communication (e.g., appropriate greetings, sign-offs, tone)
- do not expect correspondence outside of standard business times (M-F, 9am-5pm)

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, you will be expected 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.

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.
- Plan to read the assigned case three times with some time between each reading (examining the other 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.
- Develop a two page outline that summarizes your analysis of the problems, and how to handle the situation.
- 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. In addition to the assessments of the professor and TA, your colleagues’ assessment of your learning contributions will contribute to your final participation grade (see attachment on “contributions to my learning” and on “peer evaluation of teams”).

Evans School Community Conversation Norms

Please note that everyone in our course is expected to behave ethically and professionally at all times. By registering for this course, you agree to abide by the ethical and civil discourse norms of the Evans School and the University of Washington. Specifically, you agree to: 1) not claim the work of others as your own; and to 2) not disrespect members of our Evans School learning community.

For guidance on how to behave respectfully with other members of the Evans School community, please refer to the Evans School’s Community Conversation Norms (http://evans.uw.edu/myevans/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

**PBAF 512B ACADEMIC INTEGRITY NOTICE**

Please note that everyone in our course is expected to behave ethically and professionally at all times. By registering for this course, you agree to abide by the ethical norms of the Evans School and the University of Washington. Specifically, you agree to: 1) not claim the work of others as yours; 2) not use memos, quizzes, final project papers, or other work from previous years of 512 to complete assignments (unless you have documented approval from the Professor or Teaching Assistant); 3) not disrespect members of our 512 learning community.

**From the Evans School Student Handbook 2014-2015: EVANS SCHOOL POLICY ON ACADEMIC INTEGRITY**

You are joining 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. You also have a responsibility to conduct yourself in adherence to the University's Student Conduct Code, and to maintain good academic standing in the program. In addition to these expectations of responsibilities, you also have rights and recourses to address grievances. This section describes these rights and responsibilities. It is your responsibility to understand these expectations now.

**Student Conduct Code**

The first expectation is that Evans students adhere to the University's Student Conduct Code. The following is an abbreviated version. The complete code is available in Washington administrative Code, Chapter 478-120.

"Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to:

- academic and professional honesty and integrity,
- refraining from actions which would interfere with University functions or endanger the health, safety, or welfare of others, and
- complying with the rules and regulations of the University and its units.
Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University."

**ASPA Code of Ethics**
In addition, the American Society for Public Administration has its own Code of Ethics, including "(6) Demonstrate personal integrity: Adhere to the highest standards of conduct to inspire public confidence and trust in public service." Your time at the Evans School will give you an opportunity to practice these codes.

**Student Academic Conduct** (This section is drawn primarily from the Committee on Academic Conduct in the College of Arts and Sciences)
Students at the Evans School are expected to maintain the highest standards of academic conduct, and of course most do. Cheating harms the person cheating, as it deprives them of the opportunity to learn the material. It also harms honest students who are frustrated by the unfairness of cheating that goes undetected and therefore unpunished.

Academic misconduct occurs if you present as your own work something that you did not do. It is also considered academic misconduct if you help someone else present work that is not his or her own.

**Plagiarism**
One of the most common forms of cheating is plagiarism, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.

2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.

3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.

4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words.

5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*
6. Using a paper writing "service" or having a friend write the paper for you. Regardless of whether you pay a stranger or have a friend (inside or outside the School) do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper. This includes internet paper-writing resources. Note that it is also considered academic misconduct if you are the friend who willingly wrote a paper for someone else or shared your work for copying.

Multiple submissions
Multiple submission is the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters). The UW does not have a general policy prohibiting this practice. However, because an individual professor may not permit the practice in their class, a student wishing to make a multiple submission must clear it with both professors involved. Non-compliance will result in a violation of the University's standard of conduct.

Exams
Another common form of cheating involves exams. The following will all be considered violations of the student conduct code:

- Copying from someone else's exam, or allowing another student to copy from your exam;
- Aiding another student during an exam where collaboration is prohibited, including talking, signs, gestures, or sharing notes;
- Using notes (unless expressly allowed by the teacher, in which case notes must follow their specifications);
- Using any electronic device such as a tablet, laptop or mobile phone unless expressly permitted by the instructor;
- Altering an exam for re-grading;
- Getting an advance copy of the examination;
- Using a surrogate test-taker;
- Working together on a take-home exam when an instructor forbids collaboration;
- Deliberately delaying turning in a timed class exam; such a delay would unfairly give that student extra time and will be considered a form of cheating.

Lying
Lying encompasses the following: the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes but is not limited to the lying to administration and faculty members, and falsifying any university document by mutilation, addition, or deletion.

What happens if there is a suspected violation?
It is the responsibility of the entire Evans School community to uphold its academic standards and integrity. It is the Evans School's policy that instructors maintain discretion over whether and how any suspected academic misconduct should be reflected in the grade for that assignment, exam, or for the course. This may include a zero grade. Students who disagree with the instructors' assessment should follow the University's normal grade appeal process. Proven academic misconduct as outlined above could also result in disciplinary action from the Graduate School, including probation or dismissal from the University. In addition, instructors who suspect misconduct will report the misconduct to the Graduate Program Coordinator.
COURSE OUTLINE
Module I. Managing Performance

Week 1 – Managing, Organization, Performance.
Learning objectives: individual & organizational mission; performance measurement & management; COMPSTAT

January 5, 2016

Required reading:
• Case: NYPD Takes on Crime in New York City (A)
• Case: NYPD Takes on Crime in New York City (B)
• NYPD Video Simulation of CompStat

Supplemental videos (for background on dominant theories about organizational behavior):
• Management Theories (part 1): http://www.youtube.com/watch?v=EryyxLI4IK8
• Management Theories (part 2): http://www.youtube.com/watch?v=b-1owvqyaP8
**Week 2. Accountability for Performance in Bureaucratic Settings**

Learning objectives: system of work; logic model; balanced scorecard

**January 12, 2016**

Guest Speaker: Captain Les Liggins, Office of Professional Accountability, Seattle Police Department

Required reading:
- **Case**: NYPD Takes on Crime in New York City (C)
- Thacher, David. 2015. "Don't End Broken Windows, Fix It"
- Ken, Miller. Chapters. 1, 2, 3 in We Don’t Make Widgets. 2006.
- GMAP: Brief videos (showing application of CompStat "hot-seat in bull-pen" data review to social services) of early (2005) meetings of Washington State's Government Management Accountability Program (GMAP) with former Governor Christine Gregoire and managers of Washington State Children's Protective Services.
- RESULTS WASHINGTON: Please skim [http://www.results.wa.gov/](http://www.results.wa.gov/), the website (with videos) for Results Washington (built upon GMAP) which is Washington State Governor Jay Inslee's data-driven continuous improvement system (which highlights several of the concepts and techniques you will learn in 512).

**Week 3. Accountability for Performance**

Learning objectives: accountability dilemmas

**January 19, 2016  **  **MEMO #1 DUE**  **(Quiz #1 conducted in Quiz Sections this week)**

Guest Speaker: Michael Jacobson, Deputy Director, Performance and Strategy; Office of Performance, Strategy, and Budget; King County Executive Dow Constantine’s Office.

Please skim:
- King County’s AIMs High site: [www.kingcounty.gov/aimshigh](http://www.kingcounty.gov/aimshigh)
King County Department of Natural Resources and Parks, KingStat
http://your.kingcounty.gov/dnrp/measures/

Case: The NYPD Takes on Crime in New York City (Epilogue)


Module II. Managing People

Week 4. Managing Individuals
Learning objectives: focus on employee as individual (leader vs manager); design job tasks so workers motivate themselves; social networks

January 26, 2016

Case: Hannen and Welch

- Marcus Buckingham, “What Great Managers Do,” HBR, 2005
- Supplemental (optional) readings about organizational behavior & human resources: Lee Bolman, Terrence Deal, Chapters 5, 7, 8 in Reframing Organizations. 2008.

Week 5. Managing Diversity
Learning objectives: demographic shifts; diversity’s performance implications; communication techniques (pause, question, connect, shift mindset)

February 2, 2016

Case: Bafa-Bafa simulation (to be provided)


- Harvard Business School. (read pages 4-41). Managing Diversity. (HKS001-PDF-ENG). 2009. Please note that this booklet is available in the Harvard Business School coursepack that is required for our course. It is not available on our course website.

Optional reading: individual and organizational assessment tools and frameworks for understanding and increasing cultural competency:

Week 6. Working with Teams, Frontline Employees, & Unions
Learning objectives: organize teams around outcomes; teams vs groups; collaborating with unions

February 9, 2016  (Quiz #2 conducted in Quiz Sections this week)

Case: LA Bureau of Sanitation A & B

Module III. Managing Processes

Week 7. Work Flow Processes
Learning objectives: re-engineering; operational workflow; human vs technical systems

February 16, 2016  MEMO #2 (part 1) DUE

Guest Speaker: Larry Keeton, Director, & Tina Rice, Manager of Administrative and Permit Services, Kitsap County Department of Community Development

Case: Permit Processing on Mercer Island (A)
Supplemental Reading (skim):

**Week 8. Analyzing and Improving Workflow and Process**
Learning objectives: CQI; TPS; empowering frontline workers

**February 23, 2016  MEMO #2 (part 2) DUE**

Guest Speaker: Sarah Paterson, Executive Vice President and Chief Operating Officer, Virginia Mason Medical Center

Case: Virginia Mason Medical Center
- Supplemental: This American Life episode about the Toyota production process

**Week 9. Managing Information Technology & Course Summary**
Learning objectives: promises and pitfalls of technology; contracting

**March 1, 2016  (Quiz #3 conducted in Quiz Sections this week)**

- M. Bensaou, Michael Earl, “The Right Mind Set for Managing Information Technology”

**IV. Pulling It All Together**

**Week 10. Team Project Presentations**

**March 8, 2016  (No quiz sections this week)**
Teams present final projects
Final Project paper, presentation file (e.g., powerpoint, Prezi, etc), and video due Wednesday, March 10, 11:59pm
PART ONE: Contributions to My Learning

Ways in Which Others Contributed to My Learning

NAME: _____________________________________

Please turn this in or email it on the day final project papers are due. This document is REQUIRED in order to process your participation grade. Please keep track during the term of whose contributions are helpful to you. Thank you for recognizing and appreciating others’ contributions to your learning.

Please name the individuals in the class who have contributed most to your learning. Please describe what you have gained by their contributions, the nature of their contribution, and provide some illustrative examples.

Please identify people who have contributed to your learning:

In the classroom:
(e.g., comments & questions in class discussions and small-group discussions)

Outside of class:
(e.g., helpful contributions from others when preparing for class, assignments, and team projects)
PART TWO: Peer Evaluation of Final Project Team

1. What are some things your team did really well in this project?

2. What are some things you and your team could have improved upon?

3. Please recommend a “team member performance grade” for each member of your team: