Managing People in Public and Nonprofit Agencies
Evans School of Public Policy & Governance
Course PUBPOL 509

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

Course Time: Tuesdays and Thursdays 5:30-6:50
Savery 168

Office Hours: After class (Please let me know ahead of time)

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 student's 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 13th
2. Group Project Due and Presentation May 11th
3. Memo #2 Due – June 1st
Master Reading List

Books

When the Sky Falls Down


Articles

Kahneman, Daniel, Dan Lovallo and Oliver Sibony, *The Big Idea: Before You Make that Big Decision*, HBR (June 2011)
Grote, Dick, *A Step-by-Step Guide to Firing Someone*, HBR (February 17, 2016)
Haden, Jeff, 10 Scientifically Proven Ways to Build and Manage Great Teams, Inc. (May 28, 2014)
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 28
Theories of Management

Introduction and Course Overview

Class 2 - March 30
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 4
The Importance of Emotional Intelligence for Managers and Leaders

Kingsland, Ross. Leadership is About Emotion (January 2, 2015)

Class 4 - April 6
Decision Making

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

Class 5 - April 11
Motivating Your Team

Wagner, the Fourth Element: Recognition & Praise,” 49-62.
Wagner, the Fifth Element: Some at Work Cares About Me,” 63-76.
Wagner, the Sixth Element, Someone at Work Encourages My Development,” 77-90.
http://www.wimp.com/surprisingmotivation/

Class 6 – April 13
Ethics In Managing People

Rhode, Deborah L. and Amanda K. Packel, Ethics and Nonprofits, Stanford Social Innovation Review (Summer 2009)

Memo #1 Due

Class 7 - April 18
Managing a Foundation

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.

Class 8-April 20
Why Knowing Your Individual Team Members Strengths and Skills is Important

Class 9 – April 25
Legal Aspects of Human Resources

Grote, Dick, A Step-by-Step Guide to Firing Someone, HBR (February 17, 2016)

Class 10- April 27
Managing Up


Class 11- May 2
Managing and Diversity


King County Determinants of Equity Baseline project:

Class 12- May 4
Communicating with the Media
Guest Lecturer – Jonathan Martin, Editorial Writer/Columnist, Seattle Times
Jonathan Martin has covered social services, politics, prisons and, most recently, the marijuana beat since joining the Seattle Times in 2002 from the Spokesman-Review in Spokane. He is a University of Washington graduate and was a Knight-Wallace journalism fellow at the University of Michigan. He is co-author of "The Other Side of Mercy," about the 2009 Lakewood police officer shootings.

Class 13- May 9
Managing Teams

Haden, Jeff, “10 Scientifically Proven Ways to Build and Manage Great Teams,” Inc. (May 28, 2014)

Class 14 – May 11

Group Presentations to Class

Class 15 – May 16
Managing Conflict


Class 16- May 18
Listening to Your Staff

Wagner, “The Seventh Element: My Opinions Seem to Count,” 91-108

Class 17 – May 23
Managing in a Union Environment
Guest Lecturer Patti Cole-Tindall
**Patti Cole-Tindall, Director of Labor Relations for King County**, is the key advisor to the Executive and County Council on labor strategic planning, labor policy development, and employment law. She serves as the chief negotiator for the County and is responsible for directing and administering relations with organized labor. She has served four 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.

**Class 18- May 25**  
**Change Management**


**Class 19- May 30**  
**Lean Management**


Spear, Steven & H. Kent Bowen, *Decoding the DNA of the Toyota Production System*, HBR, September-October 1999, p. 97-106

**Class 20 – June 1**  
**Course Wrap up & Course Evaluation**

**2nd Memo due**

**Assignments**

1. **Memo #1**  
Chose one of the two case studies handed out in class and in a three page memo 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. Your analysis and writing will be the basis for the paper's grade.

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 15 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 process;
• 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.