

University of Washington
Daniel J. Evans School of Public Affairs

Managing Organizational Performance – PubPol 512D, Winter 2018

Class meets Tuesdays, 2:30-5:20 PM, Parrington 308

Quiz Section A meets Wednesday, 8:30-9:20 AM, PAR 108

Quiz Section B meets Thursday, 8:30-9:20 AM, PAR 108

Professor Ines Jurcevic 203A Parrington jurcevic@uw.edu Office hours: Wed. 1:30 – 3:30 PM & by appointment	Professor Stephen Page 209A Parrington Hall sbp@uw.edu Office hours: Mon. 2 - 4pm & by appointment	TA: Rebeca de Buen 412 Parrington Hall rdebuen@uw.edu Office hours: TBD in first section
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Welcome to the second course in the Evans School’s core management sequence. The first course, Managing Politics and the Policy Process (PubPol 511), positioned you as a leader looking primarily outwards to the authorizing environment and a variety of stakeholders. This course looks primarily inwards to organizational operations, while recognizing the external pressures and financial considerations that affect them. The course is structured into four modules:

- **Module 1 (“People”)** presents techniques for managing and improving relations with staff and teams to enhance organizational capacity.
- **Module 2 (“Performance”)** examines mechanisms for performance management and accountability, including qualitative and quantitative approaches to assess and catalyze progress toward the goals in an organization’s mission.
- **Module 3 (“Processes”)** focuses on managing operations, including work processes and service-delivery capacities, in order to assess and improve customer service.
- **Module 4 (“Culture”)** explores challenges and opportunities for leading organizational transformation by integrating and improving performance, people, and processes.

We build on Managing Politics and the Policy Process by addressing leadership and strategy, but focus more directly on operational effectiveness. We also build on Public Budgeting and Financial Management by connecting the financial resources to explicit activities and evolving organizational challenges (i.e. after the budgeting process is done). We use targeted assignments and analytic exercises to ensure that the operation you are leading provides valuable services.

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 analytic and strategic frameworks. While the course centers on

management strategy and techniques, the assigned readings and cases also address public values, ethics, and diversity.

COURSE OUTLINE

Week	In Class	In Discussion Section
2	Managing People: Power & Influence	Team Charter
3	Managing People: Goals and Accountability	Prepare Memo #1
4	Managing Groups/Teams: What it takes to build [effective] teams	Revise charter and/or begin discussing MWP case
5	Improving Work Processes	Process prompt for MWP
6	Measuring Performance	Prepare Memo #2
7	Managing for Performance and Accountability	Performance prompt for MWP
8	Motivation	People prompt for MWP
9	Organizational Culture	Organizational Change prompt for MWP
10	Leading Change in Organizations	Finalize Team Portfolio

REQUIRED READINGS

- Heath, C., & Heath, D. (2010). *Switch: How to Change Things When Change is Hard*. New York: Broadway Books.
- PubPol 512D Course Pack on Harvard Business School Portal:
 - Can be accessed via the following Link:
<http://cb.hbsp.harvard.edu/cbmp/access/72548754>
- Articles and chapters uploaded to the PubPol 512D Canvas page

ASSIGNMENTS AND GRADES

Your final grade for this course depends on your performance in four domains of class activity. Your performance in each domain determines a specific percentage of your final grade:

- **Memo 1** (due in class Jan. 23, Week 3): **25%**
- **Memo 2** (due in class Feb. 13, Week 6): **30%**
- **Participation** (due weekly in class; guidance below): **20%**
- **Team Portfolio** (due Mar. 12, Finals Week): **25%**

Memos: The memos are due in class at the beginning of the relevant class meeting (so *if you arrive late to class your memo will be late*). The memo assignments are at the end of the syllabus and posted on Canvas. *If you are unable to complete a memo before it is due, please let Rebeca and Prof. Jurcevic know before class, and do not attend that week's class. All late assignments will receive a grade penalty, unless you receive an extension from Prof. Jurcevic in advance in writing.* The grade penalty will be 0.3/day (which means, for example, that an assignment that receives a 4.0 on the merits will be recorded as a 3.7 if one day late, and a 3.4 if two days late).

Please put your name, date, and page numbers on all your work. We will grade the memos for both content and style, and review the grading criteria in class. The memos must be sole-authored, with a two-page limit (attachments do not count against the two-page limit – see memo instructions). We will discuss the memos in class and in the Discussion Sections prior to the due dates; you are also welcome to ask questions about them in class or office hours.

Participation: Effective participation in discussions is an art and a crucial professional skill for public leaders and managers. You can participate in this class in several different ways. Please practice and make an effort to participate in each of these ways, even ways you may find uncomfortable at first.

- (1) **Submit answers to the study questions on Canvas for each week by 11pm the day before class** (i.e., 11pm on Mondays). You are required to submit answers to the weekly study questions. Missing or late submissions will decrease your participation grade.
- (2) **Small groups in class and Team Portfolio work in Discussion Sections.** Small group and team discussions represent excellent opportunities to “stretch” your comfort level and practice new approaches to participation. We invite you to try different roles, including:
 - a. Facilitating or moderating group conversations
 - b. Recording and summarizing group conversations
 - c. Participating constructively in those conversations
 - d. Listening appreciatively
 - e. Encouraging others to practice the different roles
- (3) **Full class discussions.** You can contribute to full class discussions in a variety of ways, including listening actively, participating in demonstrations, posing questions in class based on lecture or classmate comments, or responding to questions or comments from others. Please make a conscious effort to practice all of these different forms of participation over the quarter. Participation is scored on quality (not quantity) of contributions.
- (4) **Reflection exercises in class or Discussion Section** (e.g., “4x6” written responses to questions). I will occasionally pose a question to the class and give you 5 minutes to write your answer on a 4x6 card. Questions will require reflective responses that

draw explicitly on the assigned readings, but will not test specific factual knowledge. Submitting your answer on a card contributes to your class participation grade.

- (5) **Class and Discussion Section attendance.** You are required to attend all class and section meetings. If you must miss a class or a section, please let the teaching team know in advance. 'Unapproved' absences will decrease your participation grade.
- (6) **Linking Course Material to Current Events.** This course is intended to cover relevant and contemporary management topics. You are encouraged to make connections between the course material and current events – please email Rebeca and Prof. Jurcevic any examples you see (e.g., news stories, video clips, podcast, etc.) that relate to the course material in some way. Please include a brief (1-3 sentence) explanation of how your example relates to the class and when possible, include a link to the example.

Team Portfolio: Over the course of the quarter, you will complete a detailed examination of one case that addresses organizational performance with relevance to people, performance, process and organizational change. There will be structured time in Discussion Sections to work on these tasks with team members, however, section will not necessarily be a sufficient amount of time to complete the Team Portfolio deliverables. Your team will likely need to plan additional time outside of class to finish this project. Detailed guidance regarding the Team Portfolio can be found on the Canvas page.

CLASSROOM PROCEDURES

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.

ACADEMIC INTEGRITY

By enrolling in this course, you acknowledge you are a member of a learning community in the Evans School of Public Policy and Governance, committed to the highest academic standards. As a member of this community, you are obligated 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 Rebeca or Prof. Jurcevic for guidance *before* an assignment is due. You must write your own memos, not copy or paraphrase the work of others. Plagiarized memos will receive a grade of 0. Team assignments must also be original work by the team.

ACCOMMODATING DISABILITIES

The university provides reasonable accommodation of academically qualified students with disabilities so students can participate fully in the university's educational programs and activities. Any student requesting academic accommodation based on a disability must register with Disability Resources for Students. You can apply at this website: <http://depts.washington.edu/uwdrs/>. Please let Prof. Jurcevic know about your accommodation so I can prepare adequate resources for you.

SCHEDULE AND ASSIGNED READINGS

To prepare for class and Discussion Section each week, you will need to read teaching cases, articles, and book chapters, and watch the occasional video. The pages that follow organize the readings by week of the quarter and content covered. Please note that sometimes class plans may need to deviate from below to better accommodate learning, if this is the case, you'll be given ample notice of changes. Unless indicated [course pack or bookstore], all materials in the list below are on the course Canvas site.

WEEK 1: JAN 2 ND – NO CLASS	
No class this week due to quarter not starting until Jan. 3	
Required Readings	<ul style="list-style-type: none"> Laptops Are Great. But Not During a Lecture or a Meeting (Nov. 22, 2017). https://nyti.ms/2jNTRdS Survey: Pre-course Survey: 511 summary and background [link on Canvas page – Complete by January 4th at 3:00pm]
WEEK 2: JAN 9 TH - MANAGING PEOPLE: POWER & INFLUENCE	
Case	<ul style="list-style-type: none"> Provided in class
Required Readings	<ul style="list-style-type: none"> Course Syllabus Magee, J., & Frasier, C. (2014). Status and Power: The Principal Inputs to Influence for Public Managers. <i>Public Administration Review</i>, 74(3), 307-317. Beshears, J., & Gino, F. (2015). Leaders as Decision Architects. <i>Harvard Business Review</i> <i>Switch</i> Chapter 1 & 2 [bookstore]
Preparation Questions	<ul style="list-style-type: none"> No Study Questions are due for this week.
Discussion Section	<ul style="list-style-type: none"> Writing Team Charter to guide team processes for the quarter

WEEK 3: JAN. 16TH - MANAGING PEOPLE: GOALS AND ACCOUNTABILITY

Case	<ul style="list-style-type: none"> • Karen Hannen & Robert Welch: Change at the Division of Economic Analysis
Required Readings	<ul style="list-style-type: none"> • Firmwide 360-degree Performance Evaluation Process at Morgan Stanley [course pack] • Harvard Business School Press (2006). Formal performance appraisal: Improving results through feedback. • Goode, E. (2000). Among the inept, researchers discover ignorance is bliss. <i>The New York Times</i>. • <i>Switch</i> Chapter 3 & 4 [bookstore]
Preparation Questions	<p>Submit by Monday, January 15th at 11:00 PM on Canvas.</p> <ol style="list-style-type: none"> 1) Based on your own experience with superiors, subordinates, and colleagues in the work place, how would you assess Karen Hannen's performance managing the people in her office? Explain your assessment. 2) What is at the root of Robert Welch's unhappiness in his job? 3) What options does Hannen have for handling the Welch situation? Which one would you pursue if you were her? Why?
Discussion Section	<ul style="list-style-type: none"> • Memo #1 Preparation in Class

WEEK 4: JAN. 23RD - MANAGING GROUPS/TEAMS: WHAT IT TAKES TO BUILD [EFFECTIVE] TEAMS

Memo #1 Due in Class - Guidance provided at the end of the syllabus & on Canvas

Case	<ul style="list-style-type: none"> • Taran Swan at Nickelodeon Latin America - Part A [course pack]
Required Readings	<ul style="list-style-type: none"> • Thomas & Ely (1996). Making differences matter: A new paradigm for managing diversity. <i>Harvard Business Review</i>. • C. Duhigg, "What Google Learned From Its Quest to Build the Perfect Team," <i>The New York Times Magazine</i>, 2/28/2016 • Katzenbach & Smith (1993). The Discipline of Teams. <i>Harvard Business Review</i>.
Optional Readings	<ul style="list-style-type: none"> • Eisenhardt et al. (1997). How Management Teams Can Have a Good Fight. <i>Harvard Business Review</i> • Antonio et al. (2004). Effects of racial diversity on complex thinking in college students. <i>Psychological Science</i>.
Preparation Questions	<ul style="list-style-type: none"> • No Study Questions are due for this week; instead, submit Memo #1 at the start of class (assignment at end of syllabus).
Discussion Section	<ul style="list-style-type: none"> • Revise charter (as needed) • Reading through "Making Work Pay" case [Canvas] • Overview of Team Portfolio Project

WEEK 5: JAN 30TH - IMPROVING WORK PROCESSES

Case	<ul style="list-style-type: none"> • The Overcrowded Clinic
Required Readings	<ul style="list-style-type: none"> • K. Miller, "Faster," ch. 6 in <i>Extreme Government Makeover</i> (2012) • A. Gawande, "Big Med," <i>The New Yorker</i>, 8/13/2012 • S. Rosenthal, <i>Managing Government Operations</i> (1982), ch. 4

	<ul style="list-style-type: none"> • <i>Switch</i>, chapter 6 [Bookstore]
Optional Readings	<ul style="list-style-type: none"> • A.R. Avila, "Rocky Mountain Evidence: Using Evidence to Drive Colorado State Government" (PAR early view 2017) • "Using CQI to Strengthen Family Planning Programs," <i>The Family Planning Manager</i> 11:2 (1/1993), pp. 2-19
Preparation Questions	<p>Submit by Monday, January 29th at 11:00 PM on Canvas.</p> <ol style="list-style-type: none"> 1) If you were a patient at the Overcrowded Clinic, how would you rate the quality of service delivery at the clinic? 2) Following Rosenthal, how would you calculate the Clinic's capacity to serve patients? What are some possible sources of the data you would need to gather? 3) What can Dr. Martinez or the nursing staff do to "shrink the change" (<i>Switch</i>) to improve the quality of service and the Clinic's capacity to serve patients? 4) What features of the hospital chains Gawande describes might the Clinic adapt to improve its operations and performance?
Discussion Section	<ul style="list-style-type: none"> • "Process" prompt for "Making Work Pay" case [Canvas]
WEEK 6: FEB 6TH - MEASURING PERFORMANCE	
Case	<ul style="list-style-type: none"> • M. Sparrow, <i>Handcuffed</i>, pp. 1-25, 40-47.
Required Readings	<ul style="list-style-type: none"> • Harry Hatry, "What Outcomes Should Be Tracked?", ch. 5 in <i>Performance Measurement</i>, 2nd ed. (Urban Institute, 2008) • R. Kaplan, "Strategic Performance Measurement and Management in Nonprofit Organizations," <i>Nonprofit Management & Leadership</i>, Spring 2001, pp. 353-70 • D. Moynihan, "Goal-Based Learning and the Future of Performance Management," <i>Public Administration Review</i> 65:2 (March 2005)
Optional Readings	<ul style="list-style-type: none"> • T. Poister, "Identifying Real Outcomes and Other Performance Measures," in <i>Measuring Performance in Public and Nonprofit Organizations</i>, Jossey-Bass, 2003, pp. 35-57
Preparation Questions	<p>Submit by Monday, February 5th at 11:00 PM on Canvas</p> <ol style="list-style-type: none"> 1) Sparrow describes the drawbacks of the typical police department's approach to measuring performance. Are there additional drawbacks he fails to mention? What might be some benefits of the typical approach? 2) What insights and advantages might the staff and leaders of a police department gain by developing a logic model and tracking the kinds of measures Hatry discusses? 3) What might they gain by developing and using a balanced scorecard to monitor organizational performance?
Discussion Section	<ul style="list-style-type: none"> • Prepare for Memo #2

WEEK 7: FEB 13TH - MANAGING FOR PERFORMANCE AND ACCOUNTABILITY

Memo #2 Due in Class – Guidance provided at the end of the syllabus & on Canvas

Case	<ul style="list-style-type: none">Baltimore City Public Schools: Implementing Bounded Autonomy (PEL 063) [course pack]
Required Readings	<ul style="list-style-type: none">R.D. Behn, "Why Measure Performance? Different Purposes Require Different Measures," <i>Public Administration Review</i> (2003)R.D. Behn, "Be Aware (and Beware) of Campbell's Law," <i>Bob Behn's Performance Leadership Report</i> 9:12 (August 2011)S. Lavertu, "We All Need Help: 'Big Data' and the Mismeasure of Public Administration," <i>Public Administration Review</i> (2015)
Optional Readings	<ul style="list-style-type: none">Snyder, J. W., Saultz, A., & Jacobsen, R. (2017). Antipolitics and the hindrance of performance management in education. <i>Journal of Public Administration Research and Theory</i>,
Preparation Questions	<ul style="list-style-type: none">No Study Questions are due for this week; instead, submit Memo #2 at the start of class (assignment at end of syllabus).
Discussion Section	<ul style="list-style-type: none">"Performance" prompt for "Making Work Pay" case [Canvas]

WEEK 8: FEB 20TH – MOTIVATION

Case	<ul style="list-style-type: none">Barbara Norris: Leading Change in the General Surgery Unit [course pack]
Required Readings	<ul style="list-style-type: none">Herzberg, F. (2003). One more time: How do you motivate employees? <i>Harvard Business Review</i>.Kerr, S. (1995). On the folly of rewarding A, while hoping for B. <i>Academy of Management Executive</i>, 9, 7-14.Pfeffer, J. (1998). Six dangerous myths about pay. <i>Harvard Business Review</i>, 109-119<i>Switch</i>, chapter 5 [Bookstore]
Optional Readings	<ul style="list-style-type: none">Nigel Nicholson, "How to Motivate Your Problem People," <i>HBR On Point</i>, 2002
Preparation Questions	<p>Submit by Monday, February 19th at 11:00 PM on Canvas</p> <ol style="list-style-type: none">1) What changes is Barbara Norris trying to make and why?2) How well has Norris done in her first month as nurse manager of GSU? Was Norris a good choice for the position?3) What are three key obstacles to effecting change that Norris should anticipate? How should she address each of them?
Discussion Section	<ul style="list-style-type: none">"People" prompt for "Making Work Pay" case [Canvas]

WEEK 9: FEB 27TH - ORGANIZATIONAL CULTURE

Be sure to bring a laptop to class this day for the case

Case	<ul style="list-style-type: none">• Columbia's Final Mission (HBS multi-media case 305032 HTM) [course pack]
Required Readings	<ul style="list-style-type: none">• E. Schein, "What is Corporate Culture Anyway?" ch. 2 from <i>The Corporate Culture Survival Guide</i> (1999)• <i>Switch</i>, Chapters 10-11 [Bookstore]• Molinsky & Gundling (2016). How to Build Trust on Your Cross-Cultural Team. Harvard Business Review.
Optional Readings	<ul style="list-style-type: none">• Sunstein and Hastie (2014). Making Dumb Groups Smarter. <i>Harvard Business Review</i>.• Surowiecki, J. (2004). <i>Committees, juries, and teams: The Columbia disaster and how small groups can be made to work</i>. Chapter 9. The Wisdom of Crowds. New York: Doubleday
Preparation Questions	<p>Submit by Monday, February 26th at 11:00 PM on Canvas</p> <ol style="list-style-type: none">1) We will provide specific instructions in class to help you view the multi-media case and prepare for class discussion.2) Think back to a recent team you were a member of (e.g., previous employer, work group, sports team, club, etc.). Describe the organizational culture – what were the underlying assumptions, values, and practices? How did these influence behavior?3) What artifacts of the organizational culture (Schein) at NASA might have contributed to the Mission Management Team's behavior and performance?
Discussion Section	<ul style="list-style-type: none">• "Organizational Change" prompt for "Making Work Pay" case [Canvas]

WEEK 10: MAR 6TH - LEADING CHANGE IN ORGANIZATIONS

Be sure to bring a laptop to class this day

Case	<ul style="list-style-type: none">• Seattle's Race and Social Justice Initiative
Required Readings	<ul style="list-style-type: none">• Valenzuela, M. (2017). King County's Journey in Institutionalizing Equity and Social Justice. <i>Public Administration Review</i>, 77(6), 818-821.• Kotter, J. (1995). Leading Change: Why transformations fail. <i>Harvard Business Review</i>.• Sahni, N. R., Wessel, M., & Christensen, C. M. (2013). Unleashing Breakthrough Innovation in Government. <i>Stanford Social Innovation Review</i>• Godsil et al., pp. 7-15, & SKIM 34-55 in <i>The Science of Equality</i>, Vol. 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care (Perception Institute, 2014)
Optional Readings	<ul style="list-style-type: none">• Gooden, S. T. (2014). Race and Social Equity: A Nervous Area of Government (Seattle's Race and Social Justice Initiative, Ch. 5)• Search through topics of interest to you: https://www.americanprogress.org/issues/general/news/2010/07/01/8091/24-ways-governments-and-organizations-are-generating-great-ideas-in-the-public-sector/

	<ul style="list-style-type: none"> • Hammer, M. (2004). Deep change: How operational innovation can transform your company. <i>Harvard Business Review</i>
Preparation Questions	<p>Submit by Monday, March 5th at 11:00 PM on Canvas</p> <ol style="list-style-type: none"> 1) What sorts of attitudes and behaviors among staff might stem from implicit bias, racial anxiety, or stereotype threat (Godsil et al.) for future cities preparing to implement a Race and Social Justice Initiative? Identify at least 3. 2) What are some ways the staff of the Office of Civil Rights can encourage their colleagues in the various City of Seattle departments to “SEE-FEEL-CHANGE” (<i>Switch</i>, Ch. 6)? 3) Use Kotter’s framework to recommend specific action steps the staff of the Seattle Office of Civil Rights can use to ensure the Race and Social Justice Initiative succeeds at the end of the “B” case. Identify at least 2 action steps.
Discussion Section	<ul style="list-style-type: none"> • Finalizing Team Portfolio submission

MEMO # 1 ASSIGNMENT

TO: Students in Managing Organizational Performance, PubPol 512D
FROM: Ines Jurcevic, Stephen Page and Rebeca de Buen
RE: Goal Setting and Accountability Guide for Nickelodeon General Managers
DUE: Beginning of class on January 23, 2018 (Week 4)

Nickelodeon's top management would like to learn lessons from the emergent success of the Latin America team to inform their selection of general managers to launch the network in other pan-regional markets around the world. To that end, they've asked you to assess Taran Swan's strengths and weaknesses in managing people and fostering accountability, and to recommend characteristics to seek out in future hires for positions similar to hers.

Based on your analysis of the case, "Taran Swan at Nickelodeon Latin America (A)," please write a memo that includes:

- An introduction that provides the background and objectives of your memo, including:
 - The most important challenges facing a general manager charged with launching Nickelodeon in a pan-regional market;
 - The contributions that the general managers' skills at managing people can make to addressing those challenges.
- An analysis of Swan's strengths *and* weaknesses in managing people, including her approaches to hiring, supervision, individual accountability, meeting management, and related responsibilities.
- Your recommendation of the approaches to managing people that Nickelodeon should look for in candidates for similar general manager positions in the future.
- An analytic conclusion that explains why candidates who possess the characteristics you recommend will be effective general managers in pan-regional markets, and identifying any risks or drawbacks of your recommendation.

Style Requirements:

- Two pages maximum, not including attachments; single spaced; 12-point font; 1-inch margins on all sides.
- Should you decide to include attachments, no more than two additional pages of figures presenting detailed information that you summarize, interpret, and refer to by number in the memo; 10-point font (minimum); 1-inch margins on all sides.
- Please use headings, fonts, and bullets to highlight your main points and guide the reader.

MEMO # 2 ASSIGNMENT

TO: Students in Managing Organizational Performance, PubPol 512D
FROM: Andres Alonso, CEO, Baltimore City Public Schools
RE: Measuring and Improving the Performance of Our School District
DUE: Beginning of class on February 13, 2018 (Week 7)

Professors Jurcevic and Page at the Evans School recommended I seek your advice. As the teaching case, "Baltimore City Public Schools: Implementing Bounded Autonomy," shows, our school district has embarked on a range of changes and reforms in the past few years. We have a variety of data available on our students' test scores and our principals' evaluation reports, but I also want an overall picture of how the district itself carries out its core functions helping parents, teachers, and principals support student learning and growth. In short, we need a manageable system to measure and improve the performance of the district as a whole.

Please write me a two-page memo that includes:

- An introduction with the background and objectives of your memo, including:
 - the key purpose(s) for which we need to measure and improve the performance of the district as a whole;
 - a brief assessment of how well the district is currently fulfilling those purposes.
- A proposal and rationale for a system to measure and improve the performance of the district that addresses the issues you identified in your introduction.
- Suggestions for building support and implementing your proposal to ensure commitment from our teachers, principals, central office staff, school support networks, students, and parents.
- An analytic conclusion that justifies your recommendations by:
 - identifying their benefits and risks, and explaining why the benefits outweigh the risks.

Style Requirements:

- Two pages maximum, not including attachments; single spaced; 12-point font; 1-inch margins on all sides.
- No more than two additional pages of figures presenting detailed information (including performance measures organized in a scorecard, logic model, or other format, and possibly a proposal to improve organizational learning or community accountability) that you summarize, interpret, and refer to by number in the memo; 10-point font (minimum); 1-inch margins on all sides.
- Please use headings, fonts, and bullets to highlight your main points and guide the reader.