

University of Washington
Daniel J. Evans School of Public Policy and Governance

Managing Organizational Performance – PubPol 512C, Winter 2019

Class meets Tuesdays, 5:30 - 8:20 PM, Condon 401

Quiz Section CA meets Wednesdays, 4:30 - 5:20 PM, Condon 125

Quiz Section CB meets Fridays, 8:30 - 9:20 PM, Condon 141

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Thursdays 12:00-1:00, or by appointment

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 labor unions to enhance organizational capacity.
- **Module 2 (“Performance”)** examines mechanisms for performance measurement, 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.

READINGS

The required readings include one book, a course pack of teaching cases from Harvard University's Business School (HBS) and Kennedy School of Government (HKS), and cases and other readings on the course Canvas site. The book is available at the University Bookstore.

Book (purchase at University Bookstore or elsewhere):

- Chip and Dan Heath, *Switch: How to Change Things When Change Is Hard*, 2010

PubPol 512C Course Pack – purchase on-line through Harvard Business School web site (<https://hbsp.harvard.edu/import/595750>):

- D. Tannen, "The Power of Talk," *Harvard Business Review* (1995)
- Michelle Rhee & the Washington D.C. Public Schools (HKS 693 PDF case and HKS 999 AVO online video)
- Baltimore City Public Schools: Implementing Bounded Autonomy (PEL-063)
- Harlem Children's Zone (HBS 303-109 PDF)
- Hacking Bureaucracy: Reimagining California's Food Stamp Program in the Digital Age (HKS 2085.0)
- Columbia's Final Mission online multi-media case (HBS 8746-HTM-ENG)

All other cases and readings are on the **course Canvas site**

(<https://canvas.uw.edu/courses/1258851>); log in using your UW ID.

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 January 22, Week 3; assignment at end of syllabus): 20%**
- **Memo 2 (due February 12, Week 6; assignment at end of syllabus): 30%**
- **Participation (due weekly in class; guidance below): 20%**
- **Team Exercises (due periodically; see Canvas for specifics): 10%**
- **Team Portfolio (due March 15; assignment to be distributed in class): 20%**

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. *If you are unable to complete a memo before it is due, please let Francisco and me 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 me in advance in writing.* The grade penalty will be .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). We will discuss the memos in class and in the TA 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 Reading Reflections on Canvas by 11:00 pm the night before class during Weeks 2, 4, 5, 7, 8, and 9** (i.e., every week except when a Memo or Team Presentation is due). Reading Reflections can address the weekly Study Questions or offer your own reactions or questions about the (non-case) readings. Experience suggests that class discussions are richer and more informed when students have read and thought carefully about the assigned readings as well as the teaching case. Your Reflections need not be long – a few paragraphs, or roughly half a page, is sufficient – but should demonstrate critical consideration of key concepts in the readings. Missing or late submissions will decrease your participation grade.
- 2) **Small groups in class and Team Homework in TA Sections.** Small group and team discussions are great opportunities to stretch your comfort level and practice new ways to participate. We encourage you to experiment intentionally with different roles, including:
 - Facilitating or moderating group conversations
 - Recording and summarizing group conversations
 - Participating constructively in those conversations
 - Listening attentively and appreciatively
 - Encouraging others to practice these different roles.
- 3) **Full class discussions.** You can contribute to full class discussions in a variety of ways, including listening actively, posing questions to me or to the class, or responding to questions or comments from others. Please make a conscious effort to practice all of these approaches over the course of the quarter.
- 4) **Reflection exercises in class.** I will occasionally pose a question to the class and give you time to consider it and write down your answer. Questions will require reflective responses, but will not test specific factual knowledge.

TA Sections and Team Homework: Attendance is required at all the TA Sections. We have deliberately designed them to give you practical, hands-on experience using the tools that we learn about in class. The TA Sections feature two broad types of activities:

- *Memo preparation:* During the TA Sections in Weeks 2 and 5, before the two memo assignments are due, we will lead discussions and answer questions to help you prepare for the assignments (due in class in Weeks 3 and 6; assignments are at the end of the syllabus).
- *Team Homework:* One of the core learning objectives for the course is working in teams, so we will assign you into teams in the first week of the quarter. Subsequent TA Sections will feature Team Homework assignments that ask the teams to apply the readings and lessons from class. The TA Sections will include time for the Teams to plan and conduct their Homework assignments, but your team will likely need some additional time outside of class to complete its assignments. Please plan and manage your time and your team's time accordingly. We will provide feedback on the Team Homework assignments. If you or your team encounters difficulties or needs support, please ask Francisco or me for help.

Team discussion format: Good leaders in teams and organizations assume different roles in small group work as appropriate for the task, setting, and group. Key roles include facilitating or moderating group conversations, recording and summarizing conversations, participating constructively in those conversations, and coaching others to practice the different roles. To help you practice these roles in class and during many of the weekly TA Sections, we will give you exercises to work on in teams. We strongly encourage the teams to assign a Moderator and a Note Taker for each exercise or discussion. These roles should rotate, so everyone on your Team has an opportunity to practice the different roles of Moderator, Note Taker, and Participant.

- The Moderator should present the topic and objectives for the Exercise, lead discussion, and ensure that *every* group member speaks at least once on each topic.
- The Note Taker should record key ideas and summarize them back to the group before the close of conversation.
- The Participants should contribute ideas, respond to each other actively, and take steps to ensure the conversation is thorough, wide-ranging, and respectful.

POLICIES AND NORMS

Professionalism and in-class expectations: The Evans School is a professional school, and this class is an opportunity to hone a range of professional skills. I expect all written communication (including email) to follow professional norms, including appropriate capitalization and punctuation. In general, you can expect me to respond to email within two business days. I will post all PowerPoint presentations to Canvas following class.

Please keep phones and other electronics put away during class sessions. You may check them during breaks, or use them at specific times in class that I designate. Please let me know in advance if you have a situation for which you cannot wait 1.5 hours to access your phone or email.

Missed classes and sections: As reflected in the grading, class participation (including but not limited to class and section attendance) contributes substantially to your final grade. I expect you to attend every class and section, arriving on time and staying until the end.

I recognize nonetheless that we are all professionals with lives outside of this course, and sometimes life circumstances take precedence over class. If you are unable to attend class and would like the opportunity to “make up” for your absence, I will provide one (1) alternate assignment per student for a missed lecture section and one (1) alternate assignment per student for a missed TA section. For an anticipated absence, please email Francisco (fjsantam@uw.edu) as soon as possible with the date you anticipate being absent. For an unanticipated absence, please email Francisco as soon as you realize you cannot be in class. To be eligible for an alternate assignment, you must contact Francisco within 24 hours of the missed class. Please remember that the content and due dates of any alternate assignments are at our discretion.

Evans School Community Conversation Norms: I expect all of us 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) respect members of our Evans School learning community; and 2) not claim the work of others as your own (see “Academic Integrity” section below).

The Evans School has developed explicit norms to guide our interactions with one another:

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: I expect each student to act honestly and sincerely with respect to this course and its related activities. Any student suspected of academic misconduct has the option of receiving a zero on the assignment in question or appealing the decision to the Dean’s Representative. In the case of repeated or large-scale suspected academic misconduct, the matter will be referred to the Dean’s Representative for resolution. This policy aligns with UW’s recommended policies for academic misconduct.

Academic misconduct includes plagiarism, cheating, and fabricating information. Plagiarism is using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit. The current [MPA Student Handbook](#) includes additional information about what constitutes plagiarism or other academic misconduct. In short, you must write your own memos, not copy or paraphrase the work of others. Team assignments must also be original work by the team. If you are uncertain about whether a particular action constitutes academic misconduct, please ask Francisco or me for guidance *before* an assignment is due.

Accommodating disabilities: The university provides 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 must register with Disability Resources for Students. You can apply at this website: <http://depts.washington.edu/uwdrs/>. Please let me know about your accommodation so I can prepare adequate resources for you.

Basic needs: It is difficult for students struggling with basic needs to excel in the classroom. If you need assistance, please consult the Evans School’s Student Services staff or the UW’s Student Life resources (<https://www.washington.edu/studentlife/health/>).

SCHEDULE AND ASSIGNED READINGS

To prepare for class and TA 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 Lecture and TA Section. Unless indicated [case pack or Bookstore], all materials in the list below are on the course Canvas site.

Week 1

January 8 Class: Building Organizational Capacity

Readings:

- **Case: Rescuing Search and Rescue**
- *Switch*, chapters 1 and 4 [Bookstore]
- Heifetz and Linsky, “A Survival Guide for Leaders,” *Harvard Business Review* (2002)
- Ibarra, Ely, and Kolb, “Women Rising: The Unseen Barriers” *Harvard Business Review* (2013)
- “Laptops Are Great. But Not During a Lecture or a Meeting,” *New York Times* (Nov. 22, 2017): <https://nyti.ms/2jNTRdS>
- OPTIONAL:
 - K. Weick, “The Collapse of Sensemaking in Organizations,” *Administrative Science Quarterly* (1993)
 - *Switch* intro video: <http://heathbrothers.com/member-content/switch-16-minutes/> (free registration with Heath Brothers site required to view)

Study Questions to help you prepare for class:

- 1) From the members’ perspective, what were the most appealing aspects of being part of the original search and rescue team?
- 2) What were the most important limitations on the original team’s performance?
- 3) What should a “destination postcard” (*Switch*) capture for the new search and rescue operation that is forming at the end of the case?

TA Section: Team Homework – Team Charter: Write a Charter that includes your Team’s:

1. Shared purpose (mission) and values you want to practice in your work together;
2. Distinctive skills and capabilities that each member of the Team brings to your work together;
3. Principles or processes the team can use to ensure mutual accountability among team members and to address disputes or disagreements.

OPTIONAL team-building guidance:

- Garfield and Stanton, “Building Effective Teams in Real Time,” *Harvard Management Update* (2005)
- Patterson et al., *Crucial Conversations*, Chapter 6, “Master My Stories: How to Stay in Dialogue When You’re Angry, Scared, or Hurt” (also optional reading for Week 2)
- Molinsky and Gundling, “How to Build Trust on Your Cross-Cultural Team,” *Harvard Business Review* (2016)

Team Charter due Sunday, January 13, at 11:00 PM on Canvas.

Week 2

January 15 Class: Managing People

Readings:

- **Case: Karen Hannen & Robert Welch**
- M. Buckingham, “What Great Managers Do,” *Harvard Business Review* (2005)
- N. Nicholson, “How to Motivate Your Problem People,” *Harvard Business Review* (2003)
- D. Tannen, “The Power of Talk: Who Gets Heard and Why,” *Harvard Business Review* (1995) [course pack]
- *Switch*, chapters 6-7 [Bookstore]
- OPTIONAL: Patterson et al., *Crucial Conversations*, Chapter 6, “Master My Stories: How to Stay in Dialogue When You’re Angry, Scared, or Hurt”

Study Questions:

- 1) How effectively has Karen Hannen identified and tapped Robert Welch’s strengths (Buckingham)?
- 2) How effectively has Hannen “shrunk the change” for Welch (*Switch*)?
- 3) What else might she do to motivate Welch (Nicholson) or help him grow (*Switch*)?
- 4) How assertive should Hannen be in talking with Welch about his performance (Tannen; Patterson et al.)?

Reading Reflections due Monday, January 14, at 11:00 PM on Canvas.

TA Section: Memo preparation (attendance required!)

Before section, please review the Memo 1 Assignment and the Michelle Rhee case for next week, and come to section prepared to ask questions about them.

Week 3

January 22 Class: Motivation

Readings:

- **Case: Michelle Rhee and the Washington, D.C., Public Schools (HKS 693 PDF and HKS 999 AVO)** [course pack]
 - Please read the case *and* watch the video in the course pack
 - **OPTIONAL:** Watch the *Frontline* documentary about Rhee. It complements the teaching case and accompanying video well, without too much overlap:
<http://www.pbs.org/wgbh/pages/frontline/education-of-michelle-rhee/>
- *Switch*, chapters 2 & 5 [Bookstore]
- D. Pink, “Type I and Type X” & “Mastery”, chs. 3 & 5 in *Drive*, Riverhead Books 2009

Guest speaker: Bobby Hollis, Police Department, City of Kent

Study Questions: No study questions this week. **Complete Memo 1 instead.**

TA Section: Team Exercise – Read Team Portfolio Guidelines and Your Assigned Case (see Canvas)

Week 4

January 29 Class: Rethinking Organizational Performance to Address Race and Equity

Readings:

- **Case: Building a Dialogue around Race to Change Political Institutions, the City of Seattle Starts the Race and Social Justice Initiative – Parts A & B**
- Godsil et al., pp. 7-33, & SKIM 34-55 in *The Science of Equality, Vol. 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care* (Perception Institute, 2014)
- Thomas & Ely, “Making Differences Matter” *Harvard Business Review*, 1996
- REVIEW from 511:
 - Starke, Heckler, and Mackey, “Administrative Racism: Public Administration Education and Race,” *Journal of Public Affairs Education* (2018)
 - R. DiAngelo, “How Does Race Shape the Lives of White People?” pp. 51-69 in *White Fragility* (2018)
 - I. Oluo, “What Is Racism?” ch. 2 in *So You Want to Talk about Race* (2018)

Study Questions:

- 1) What sorts of attitudes and behaviors among City of Seattle staff might stem from implicit bias, racial anxiety, or stereotype threat (Godsil et al.) as the city implements the Race and Social Justice Initiative?
- 2) Which of Thomas & Ely’s three paradigms for managing diversity provides the most convincing rationale and approach for implementing Seattle’s Race and Social Justice Initiative? Why?
- 3) What racialized ethical dilemmas (Starke, Heckler, and Mackey) occurred in the case, or can we infer might have occurred? How ethically did people in the case address them?

Reading Reflections due Monday, January 28, at 11:00 PM on Canvas.

TA Section: Team Exercise – People Assessment (see Canvas)

Due Sunday, February 3, at 11:00 PM on Canvas. Please submit as a .pdf.

Week 5

February 5 Class: Measuring Performance

Readings:

- **Case: Baltimore City Public Schools** [course pack]
- T. Poister, “Identifying Real Outcomes and Other Performance Measures,” in *Measuring Performance in Public and Nonprofit Organizations*, Jossey-Bass, 2003, pp. 35-48, 56-57 (SKIP pp. 49-55)
- S. Lavertu, “We All Need Help: ‘Big Data’ and the Mismeasure of Public Administration,” *Public Administration Review* (2016)
- D. Moynihan, “Goal-Based Learning and the Future of Performance Management,” *Public Administration Review* (March 2005)
- *Switch*, chapter 3 [Bookstore]
- OPTIONAL: R. Kaplan, “Strategic Performance Measurement and Management in Nonprofit Organizations,” *Nonprofit Management & Leadership* (Spring 2001)

Study Questions:

- 1) What do you see as the benefits and drawbacks of BCPS’s approach to measuring the performance of its schools?
- 2) What insights and advantages might BCPS’s central district office staff and leadership gain by developing a logic model and tracking the kinds of measures Poister discusses?
- 3) What format or approach to learning forums would you recommend for BCPS? (In particular, how might they use logic models or the kinds of ‘big data’ that Lavertu describes?)

Reading Reflections due Monday, February 4, at 11:00 PM on Canvas.

TA Section: Memo Preparation (attendance required!)

- *Please review the Memo 2 Assignment and the Harlem Children’s Zone case for next week, and come to section prepared to ask questions about them.*

Week 6

February 12 Class: Managing Performance

Readings:

- **Case: Harlem Children's Zone** [course pack]
- R.D. Behn, "Why Measure Performance? Different Purposes Require Different Measures," *Public Administration Review* (2003)
- R.D. Behn, *Performance Leadership: 11 Better Practices That Can Ratchet Up Performance*, IBM Business of Government (2004)

Guest speaker: Stacey Ray, Department of Community Planning and Development, City of Olympia

Study Questions: No study questions this week. **Complete Memo 2 instead.**

TA Section: Team Exercise – Performance Assessment (see Canvas)
Due Sunday, February 17, at 11:00 PM on Canvas. Please submit as a .pdf.

Week 7

February 19 Class: Improving Frontline Service Delivery

Readings:

- **Case: The Overcrowded Clinic**
- K. Miller, “Faster,” ch. 6 in *Extreme Government Makeover* (2012)
- Sandfort and Moulton, “Front Lines,” ch. 6 in *Effective Implementation in Practice*, Jossey Bass (2015)
- L. Kofman, “What the ‘Bias of Crowds’ Phenomenon Means for Corporate Diversity Efforts,” *American Behavioral Scientist* (2/18/2018): <http://behavioralscientist.org/bias-crowds-phenomenon-means-corporate-diversity-efforts/>
- OPTIONAL: A. Gawande, “Big Med,” *The New Yorker*, 8/13/2012

Study Questions:

- 1) If you were a patient, how would you characterize the experience of going to the clinic? Why? How would you rate the quality of service at the clinic? Why?
- 2) What are the most salient pressures and constraints on the staff of the clinic?
- 3) If you were a staff member at the clinic, how would you characterize your experience of a typical day at work?

Reading Reflections due Monday, February 18, at 11:00 PM on Canvas.

TA Section: Team Exercise – Process Assessment (see Canvas)

Due Friday, March 1, at 11:00 PM on Canvas. Please submit as a .pdf.

Week 8

February 26 Class: Improving Digital Service Delivery

Readings:

- **Case: Hacking Bureaucracy: Reimagining California’s Food Stamp Program in the Digital Age** [course pack]
- **Case: J. Solomon, “People Not Data: Disdain and Empathy in Civic Tech”** (blog entry linked toward the top of p. 2 of the CalFresh case)
- Thaler and Sunstein, *Nudge*, pp. 1-8 (2008)
- *Switch*, chapters 8-9
- OPTIONAL: A. Gawande, “The Update,” *The New Yorker* (2018)

Guest speakers: Diana Dollar and colleagues, The Prosperity Agenda

Study Questions:

- 1) From a citizen’s perspective, how does the digital delivery of public services differ from direct service by frontline staff?
- 2) What are the most important technical problems in the delivery of food stamps and other social services described in the case? What are the adaptive challenges? (Review Heifetz and Linsky reading from Week 1.)
- 3) Beyond the technological changes the case describes, what are some ways that social services agencies might “tweak the environment,” “build new habits” (*Switch*), or otherwise *Nudge* the recipients of food stamps in order to improve the quality or the benefits of food stamp delivery?

Reading Reflections due Monday, February 25, at 11:00 PM on Canvas.

TA Section: Team Exercise – Finish Process Assessment; Begin Organizational Change Recommendations

- **Process Assessment Due Friday, March 1, at 11:00 PM on Canvas. Please submit as a .pdf.**
- **Organizational Change Recommendations due Sunday, March 10, at 11:00 PM on Canvas. Please submit as a .pdf.**

Week 9

March 5 Class: Organizational Culture and Change

Readings:

- **Case: Columbia's Final Mission (HBS multi-media case 305032 HTM)** [course pack]
- E. Schein, "What is Corporate Culture Anyway?" chapter 2 from *The Corporate Culture Survival Guide* (1999)
- W. Bridges, "It Isn't the Changes That Do You In," chapter 1 from *Managing Transitions* (3rd Ed., 2009)
- J. Kotter, "Leading Change: Why Transformations Fail," *Harvard Business Review* (1995)
- *Switch*, chapter 10
- OPTIONAL:
 - Cheryan et al., "Ambient Belonging: How Stereotypical Cues Impact Gender Participation in Computer Science," *Journal of Personality and Social Psychology* (2009)
 - E. Schein, "How Leaders Imbed and Transmit Culture," chapter 10 from *Organizational Culture and Leadership* (1985)

Study Questions:

- 1) We will provide specific instructions in class to help you view the multi-media case and prepare for class discussion.
- 2) What artifacts of the organizational culture (Schein) at NASA might have contributed to the Mission Management Team's behavior and performance?
- 3) How might Linda Ham have "rallied the herd" (*Switch*) to better recognize the safety risks posed by the foam strike?

Reading Reflections due Monday, March 4, at 11:00 PM on Canvas.

TA Section: Team Exercise – Finish Organizational Change Recommendations; Plan Team Presentation

- **Organizational Change Recommendations due Sunday, March 10, at 11:00 PM on Canvas. Please submit as a .pdf.**
- **Team Presentation due in class Tuesday, March 12.**

Week 10

March 12 Class: Designing and Leading Organizational Change

Team Presentations: Assignment to be provided.

Readings:

- J. Conger, “The Necessary Art of Persuasion,” *Harvard Business Review* (1998)
- G. Ackerman, “Four Leadership Lessons from Jazz,” *Ideas at Work* (Columbia Business School, 2018)
(<https://www8.gsb.columbia.edu/articles/ideas-work/4-leadership-lessons-jazz>)
- OPTIONAL:
 - Bruna Martinuzzi, “How to Give a Persuasive Presentation”
(<https://www.americanexpress.com/en-us/business/trends-and-insights/articles/how-to-give-a-persuasive-presentation-tips/>)

Study Questions: No study questions this week. **Prepare Team Presentation instead.**

TA Section: Revise and submit Team Portfolio. Due Friday, March 15, at 5:00 PM.

Final Class Participation Assignment

- *Please individually complete the Team Self and Peer Assessment and submit it electronically on the Canvas site by 11:00 PM on Monday, March 18.*

MEMO 1 ASSIGNMENT

TO: Students in Managing Organizational Performance, PubPol 512C
FROM: Stephen Page and Francisco Santamarina
RE: Managing and motivating principals and teachers in the Washington, DC, Public Schools
DUE: **Beginning of class on January 22, 2019 (Week 3)**

Assume you are a top advisor to Kaya Henderson, who has just replaced Michelle Rhee as Chancellor of the Washington, DC, Public Schools (DCPS) in 2010 (after the end of the case). The new Chancellor has asked you for a memo that assesses and proposes improvements in Rhee's approach to managing and motivating the principals and teachers of DCPS.

Please include:

1. A brief introduction that provides the background and objectives of your memo.
2. Assessments of:
 - a) the major human resources challenges that Rhee encountered at DCPS when she first became Chancellor, and
 - b) Rhee's approach to managing and motivating principals and teachers, including its overall effectiveness as well as its specific advantages and disadvantages.
3. The approach you recommend to Henderson going forward. (Don't worry about what Henderson actually did once she took office; base your proposal on your analysis of the information in the case and the assigned readings.) Justify your recommendation by explaining how it will build the capabilities and commitment of DCPS's principals and teachers.
4. An analytic conclusion that:
 - a) identifies the benefits and risks of your recommendations, and
 - b) explains why the benefits outweigh the risks.

Style Requirements:

- Two pages maximum, not including (optional) attachments; single spaced; 12-point font; 1-inch margins on all sides.
- No more than two additional pages of figures presenting detailed information (for example, a revised set of performance measures organized in a scorecard or logic model, or a proposal to improve organizational learning) 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 512C
FROM: Stephen Page and Francisco Santamarina
RE: Measuring and managing the performance of the Harlem Children's Zone
DUE: **Beginning of class on February 12, 2019 (Week 6)**

Assume you are a consultant advising Geoffrey Canada at the end of the Harlem Children's Zone (HCZ) case. He has asked you for a memo that assesses and improves HCZ's current systems for performance measurement and management. Please include:

1. An introduction that provides the background and objectives of your memo, including:
 - a) the key purpose(s) for which HCZ needs to measure and manage for performance, and
 - b) the major benefits and drawbacks for HCZ of the approaches that HCZ uses in the case to measure and manage for performance.
2. A proposal and rationale for a revised approach to performance measurement and management at HCZ that capitalizes on the benefits and mitigates the drawbacks of the current approaches.
3. Suggestions for building support and implementing your proposal to ensure commitment from HCZ staff, funders, clients, and other key stakeholders.
4. An analytic conclusion that justifies your recommendations by:
 - a) identifying their benefits and risks, and
 - b) explaining why the benefits outweigh the risks.

Style Requirements:

- Two pages maximum, not including (optional) attachments; single spaced; 12-point font; 1-inch margins on all sides.
- No more than two additional pages of attachments 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.

TEAM PORTFOLIO GUIDELINES

The Team Portfolio is a quarter-long, group-based assignment that asks your team to conduct a comprehensive examination of organizational performance by taking a “deep-dive” into one case and evaluating the central organization in it through the lenses of our four course modules: people, performance, process, and culture. We will assign your team a specific case in Week 3 in Discussion Section.

In subsequent weeks in Discussion Section you will examine this case through different lenses – people, performance, process, and organizational change. In Week 4 you and your team will assess the case through a people lens. In Week 6, you will assess the performance of the central organization in the case, and in Weeks 7-8, you’ll assess the processes the organization uses to deliver services. Finally, having assessed the strengths and weaknesses of the organization, in Weeks 8-9 you will develop recommendations for change to address the challenges related to process, performance, and people that you identified in the preceding weeks.

In Week 10 (March 12) you will present your findings and recommendations in class, and listen to other teams present their findings and recommendations about the cases they have been working on. You then have a few days (until March 15) to revise your findings and recommendations and submit them in a complete Team Portfolio consisting of:

- 1-page People Management Assessment (plus optional attachment)

- 1-page Performance Assessment (plus *required* attachment)

- 1-page Process Assessment (plus optional attachment)

- 3-page Organizational Change Recommendation (plus optional attachments)

You and your team should determine how to distribute the workload to complete each Team Exercise, to plan and deliver your Team Presentation, and to revise and finalize your Team Portfolio. While you will have time in Discussion Section to work on the Team Exercises in Weeks 4, 6, 7, 8, 9, and 10, they are unlikely to provide sufficient time to finalize your Team Exercises and Team Portfolio by the due dates. You should therefore plan to spend time outside of Discussion Section finalizing the Exercises and Portfolio.

Final hard-copy of the entire Team Portfolio is due by 5:00pm on Friday, March 15, 2018.