**University of Washington**

**Daniel J. Evans School of Public Affairs**

**Managing Organizational Performance –** PbAf 512C, Winter 2013

Class meets Monday/Wednesday, 10:30-11:50 AM, Parrington 108

Quiz Section A meets Fridays, 10:30-11:20 AM, Parington 106

Quiz Section B meets Fridays, 1:30-2:20 PM, Mary Gates Hall 295

Catalyst: <https://catalyst.uw.edu/workspace/rbodanyi/35480/>.

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**Office hours: Mon/Wed 8:30-10 AM Office hours: TBD in first section**

**& by appointment**

Welcome to the third course in the core management sequence. The first course, Managing Politics and the Policy Process (PbAf 511), positioned you as a leader looking primarily outwards to the authorizing environment and a variety of stakeholders. The second course, Public Budgeting and Financial Management (PbAf 522), provided you with language and tools to locate, use, measure and evaluate the financial resources that organizations need to implement policies.

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 (“Performance”)** examines mechanisms for performance management and accountability, including qualitative and quantitative approaches to assess and catalyze progress toward the goals that inhere in an organization’s mission.
* **Module 2 (“People”)** presents techniques for managing and improving relations with staff and labor unions to enhance organizational capacity.
* **Module 3 (“Processes”)** focuses on managing operations, including work processes and service-delivery capacities, in order to assess and improve customer service.
* **Module 4 (“Change”)** 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 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.

While the course centers on management strategy and techniques, the assigned readings and cases also address public values, ethics, and diversity. In keeping with the approach in Managing Politics and the Policy Process, we will make extensive use of teaching cases, supplemented by readings, to improve your knowledge and application of analytic frameworks.

**READINGS**

The required readings include two books, 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 UW Libraries’ electronic reserve system (e-res). The books and course pack are available at the University Bookstore.

***Books*** (purchase at University Bookstore or elsewhere):

* Atul Gawande, *The Checklist Manifesto: How to Get Things Right*, 2010
* Chip and Dan Heath, *Switch: How to Change Things When Change Is Hard*, 2010

***PbAf 512 Course Pack*** – purchase at University Bookstore; includes cases from Harvard:

* The NYPD Takes on Crime in New York City – Parts A & B (KSG 1557.3 & 1558.3)
* Harlem Children’s Zone (HBS 303-109)
* Michelle Rhee & the Washington D.C. Public Schools (HKS 1957.0)
* High Stakes and Frightening Lapses:  DSS & La Alianza (KSG 1265.0)
* Columbia's Final Mission (HBS 305032-MMC-ENG -- multi-media case on CD-ROM)

Four additional cases from the Evans School’s Electronic Hallway (EH) are on the course e-reserve page:

* Karen Hannen and Robert Welch (EH)
* The Overcrowded Clinic (EH)
* Data vs. Politics: Consolidating Local Offices of the Washington Department of Licensing (EH)
* Leading Process Improvement at Motebang Hospital – Parts A & B (EH)

***Additional documents on the web and on e-reserves are identified in the reading list below.***

* **For e-reserves**, go to <https://eres.lib.washington.edu/eres/>, log in with your UW ID, and enter the class and section information to access some of the readings for each week.
* **Web documents** are available at specific links noted below in the list of readings.

**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 Jan. 22**, Week 3; assignment at end of syllabus): **25%**
* **Memo 2** (**due Feb. 19**, Week 7; assignment to be distributed): **25%**
* **Participation** (**due weekly** in class; guidance below): **20%**
* **Portfolio of Team Exercises** (exercises weekly in TA Sections; Portfolio **due to Catalyst by noon on Mar. 18**, after Week 10; assignments to be distributed): **15%**
* **In-class Final Exam** (**last day of class**; assignment to be distributed) **15%**

**Memos:** The memos are due to be uploaded to Catalyst by 1:30 pm on the Tuesday of the week the case is assigned. The first memo assignment is at the end of the syllabus; the second will be distributed in class. *If you are unable to complete a memo before it is due, please let Ryan 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 student number, date, and page numbers on all your work (*please do NOT put your name or initials on the memo or attachments*). 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.

**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. **Small groups in class.** We will use the small group protocol some of you used in Professor Dobel’s PBAF 511 (see explanation under “TA Sections and Team Exercises” below). Grades depend on self and peer assessment at the end of term.
2. **In class “3x5” written responses to specific questions from the instructor.**  Each week I will pose a question to the class and give you 5 minutes to write your answer on a 3x5 card. Questions will require a reflective response rather than test specific factual knowledge. Cards will be collected each week, but they will not be graded.
3. **Contribution to full class discussions.** This will be graded based on self and peer assessment at the end of term.
4. **Class and TA Section attendance.**  You are required to attend all class and section meetings. If you must miss a class or a section, please let the TA know in advance. ‘Unapproved’ absences will decrease your participation grade.

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

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

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

**TA Sections and Team Exercises:** As noted above, attendance is required at the weekly TA Sections. In weeks 2, 6, and 9, the TA will lead discussion and answer questions to help you prepare for the memo assignments (due in class in weeks 3 and 7) or the final exam (in class in week 10).

During the other weekly TA Sections, we will give you exercises to work on in teams of four, which we will assign the first week of class. The exercise assignments are embedded in the reading list below; they apply key readings and concepts from each week to give you additional opportunities to discuss and practice them. Use the protocol from in-class small group assignments:

* Assign a Moderator and a Note Taker for each exercise (these roles should rotate each week, going in alphabetical order based on last names)
* The Note Taker should take notes and then write a summary of the discussion. The Note Taker should record the following information at the beginning of the notes for each exercise:
* *Team name: \_\_\_\_\_\_\_\_*
* *Name of exercise: \_\_\_\_\_\_\_*
* *Date: \_\_\_\_\_\_\_*
* *Moderator: \_\_\_\_\_\_\_*
* *Note taker: \_\_\_\_\_\_\_*
* The Moderator frames the exercise, leads the discussion and ensures that every group member speaks on each topic.
  + - First, each member of the team, including the Moderator and Note Taker, offers initial comments.
    - The Moderator then initiates open group discussion, moderating as needed to ensure a productive discussion involving all team members.
    - To conclude, the Moderator asks each member of the team for closing thoughts.
* Revise each week’s exercise as a team in class or after class if you have time to incorporate new insights or correct errors
* Compile all your exercises into a Portfolio as the term progresses
* Submit the Portfolio electronically at the end of the term.
* To help your team share notes and submit your Portfolio at the end of the term, we suggest using Google docs or a similar open document format to capture your team exercises.

The grade for the Team Exercise Portfolio will depend on the completeness of the Portfolio and evidence of growth and development during the quarter, as well as self- and peer-assessment at the end of the term.

**Final Exam:** The Final Exam is an in-class exercise that will give you an opportunity to pull together key skills and tools from the course and prioritize their use to address a challenging set of organizational performance issues. We will distribute the Final Exam the week before the final class meeting, and discuss it in class and in the TA Sections.

**READING LIST**

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 e-reserve.

The cases are the most important of the readings each week, along with the readings on frameworks and core concepts. The non-case readings fall into three categories (as indicated by the brackets {} following each reading in the list below).

* Readings marked {FR} offer **frameworks or core concepts** to help you understand and analyze the case for the week. These readings are as important as the cases.
* Readings marked {EX} present **examples or applications** of important ideas or tools in the case for the week.
* Readings marked {B} offer helpful **background and context** for issues in the case.

***MODULE 1 – Managing Performance***

**Week 1 (January 7/9): Building Organizational Capacity**

*Class:*

* **Case: The NYPD Takes on Crime in New York City – A & B  (HKS 1557.3 & 1558.3)** [case pack at bookstore and on e-reserve]
* D. Moynihan, “Goal‐Based Learning and the Future of Performance Management,” *Public Administration Review* 65:2 (March 2005) {FR}
* *Switch*, ch. 2 (& SKIM ch. 1) [bookstore] {B}
* GMAP video {EX}
* SKIM: NYC Administration for Children’s Services, *Children’s Services Update* (Fall 2007), pp. 1, 6, 7 (“ChildStat: Getting Results in Protecting Children” and “Q&A with Associate Commissioner Gilbert Taylor”) [on-line [here](http://www.nyc.gov/html/acs/downloads/pdf/news07_fall.pdf)]{EX}
* OPTIONAL: Kim and Mauborgne, “Tipping Point Leadership,” *Harvard Business Review*, 4/2003 {EX}

*Study Questions to Prepare for Class:*

Read Moynihan and chapter2 of *Switch*, and watch the video of the GMAP session. (GMAP is Washington state’s adaptation of COMPSTAT; the video features former Washington state Governor Christine Gregoire.) Then think about the following questions:

1. What tactics does Bratton use to try to improve the NYPD’s performance in the case?
2. How do his tactics affect the behavior of various personnel within the NYPD? In particular, what role do the COMPSTAT sessions play in Bratton’s leadership strategy? Why do they have the effect that they do?
3. What similarities and differences do you notice between the case’s descriptions of NYPD’s COMPSTAT sessions and the video’s depiction of the GMAP session?

*TA Section: Team Exercise*:

Develop a Logic Model and a Scorecard for NYPD.

**Note: Please read the Poister (logic model) and the Kaplan (scorecard) readings from Week 2 *before* the TA Section this week.**

**Week 2 (January 14/16): Measuring and Managing Performance**

*Class:*

* **Case: The NYPD Takes on Crime in New York City – Part C  (HKS  1559.3)** [e-res]
* **Case: “The Scars of Stop and Frisk” (*New York Times* article & video:** [**http://nyti.ms/UdGGgy**](http://nyti.ms/UdGGgy)**)**.
* T. Poister, “Identifying Real Outcomes and Other Performance Measures,” in *Measuring Performance in Public and Nonprofit Organizations*, Jossey-Bass, 2003, pp. 35-57 {FR}
* R. Kaplan, “Strategic Performance Measurement and Management in Nonprofit Organizations,” *Nonprofit Management & Leadership*, Spring 2001, pp. 353-70 {FR}
* C. Hood, “Public Management by Numbers as a Performance-Enhancing Drug,” *Public Administration Review* (Early View 2012) {FR}
* OPTIONAL (extra help with logic models): Harry Hatry, “What Outcomes Should Be Tracked?”, ch. 5 in *Performance Measurement*, 2nd ed. (Urban Institute, 2008) {FR}

*Study Questions to Prepare for Class:*

1. What insights and advantages might the staff and leadership of the NYPD gain by developing a logic model and tracking the kinds of measures Poister discusses?
2. What might they gain by developing and using a balanced scorecard to monitor organizational performance?
3. To what extent is the NYPD using performance measures for the purposes of targeting, ranking, or intelligence (Hood)? How well does its particular approach fit its organizational culture?

*TA Section*:

Memo-writing workshop; Q&A re: logic models and scorecards.

**Note: Please prepare a detailed outline of your first memo in advance, and bring a copy of it to the TA Section.**

**Week 3 (January 21/23): Accountability for Performance**

*Class:*

***MEMO 1 DUE***

* **Case: Harlem Children’s Zone (HBS 303-109)** [case pack]
* R.D. Behn, “Performance Leadership: 11 Better Practices That Can Ratchet Up Performance,” *IBM Business of Government* (2004) [on-line at <http://www.businessofgovernment.org/pdfs/Behn_Report.pdf>] {FR}
* *Switch*, Ch. 3 (& SKIM ch. 4) {B}
* OPTIONAL: Bradach et al., “Delivering on the Promise of Nonprofits,” *HBR* (2008) {B}
* REVIEW from Fall Quarter: Dobel and Elmore, “Memo Writing”

*Study Questions to Prepare for Class:*

*See Memo 1 assignment at the end of the syllabus.*

*TA Section: Team Exercise*:

Identify team members’ individual strengths and opportunities for growth.

Note: You may wish to read chapter 7 of *Switch* and the optional Buckingham reading from Week 4 before the TA Section.

***MODULE 2 – Managing People***

**Week 4 (January 228/30): Motivating People**

*Class*:

* **Case: Hannen and Welch (EH)**
* N. Nicholson, “How to Motivate Problem People,” *Harvard Business Review*, 1/2003 {FR}
* Ely, Meyerson, and Davidson, “Rethinking Political Correctness,” *Harvard Business Review*, 9/2006 {FR}
* *Switch*, chs. 5 & 7 (& SKIM ch. 6) {B}
* OPTIONAL: M. Buckingham, “What Great Managers Do,” *Harvard Business Review* (March 2005) {FR}

*Study Questions to Prepare for Class:*

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?

*TA Section: Team Exercises*:

(a) Curiosity Interview; (b) Team Strengths & Growth Opportunities

1. *Curiosity Interview:* Answer one of the following questions out loud to a partner. Partners: listen appreciatively; practice being curious as you listen; afterward, tell the speaker how his or her expression changed as s/he spoke (when was s/he most animated? …most emotional? …most subdued?).

i. When you were a child, what did you love to do?

ii. If you could spend tomorrow doing anything you wanted, what would it be? Describe it, and how you would feel doing it.

iii. What is a job you have loved? What made you love it?

1. *Team Strengths and Opportunities:*
   * 1. What aspects of your team’s work together so far this quarter have gone well? Why?
     2. What aspects of the team’s work together might improve? What are some ways the team could approach its work together differently to enable those improvements?

**Week 5 (February 4/6): Leading Change in a Unionized Setting**

*Class:*

**Case: Michelle Rhee & the Washington, D.C., Public Schools (HKS 1957.0)**

* R. Behn, “Creating an Innovative Organization: Ten Hints for Involving Frontline Workers,” *State and Local Government Review* 27:3 (1995) {FR}
* Spreitzer and Porath, “Creating Sustainable Performance,” *Harvard Business Review* 1/2012 {FR}
* J. Brock, “Labor Relations in Public Employment: The Prospects in State and Local Government,” in *Perspectives on Work* 1:3 (focus on pp. 28, 32-33) {FR}
* Wexler, Wycoff, & Fischer, *“Good to Great” Policing* (Washington: U.S. Department of ustice, 2007), pp. 1-16 only (focus on pp. 11-16, skim pp. 1-10) [on-line at <http://www.cops.usdoj.gov/files/ric/Publications/good_to_great.pdf>] {EX}
* OPTIONAL: K. Miller, “Mold,” ch. 3, *Extreme Government Makeover* (2012) {B}
* OPTIONAL: Thomas & Ely, “Making Differences Matter” *Harvard Business Review*, 9/1996 {B}

*Study Questions to Prepare for Class:*

1. What are the major human resources challenges that Rhee encounters at DCPS?
2. How would you characterize her approach to leadership? What are her strengths and weaknesses as a leader at DCPS?
3. Which resources and ideas from the readings for this week (Behn; Brock; Wexler et al.) would you recommend to Rhee or other leaders at DCPS? Why?

*TA Section: Team Exercises*: Value Stream Mapping to Improve Work Design

**Note: Read Miller and Rosenthal chapters and Watch Virginia Mason video from Week 6 before the TA Section this week.**

Consider the Transportation Security Administration (TSA) screening process that all passengers go through at U.S. airports. The process begins when a passenger enters the line; it ends after the passenger has all of her belongings and is walking toward the gate.

1. Develop a process flowchart for the current TSA process. (See Rosenthal for examples; flowchart symbols are here: <http://www.breezetree.com/article-excel-flowchart-shapes.htm>.)
2. What steps make up the elapsed time and the work time in the TSA screening process?
3. What are some specific steps the TSA might consider to improve the process? (Consider all the suggestions from Ken Miller’s “Faster” chapter.)

***MODULE 3 – Managing Processes***

**Week 6 (February 11/13): Using Data to Improve Operational Decisions**

*Class*

* **Case: The Overcrowded Clinic (EH)**
* K. Miller, “Faster,” ch. 6 in *Extreme Gov’t Makeover* (2012) {FR}
* S. Rosenthal, *Managing Government Operations* (1982), chs. 3-4 {FR}
* Virginia Mason Production System video: <http://www.pbs.org/newshour/bb/health/july-dec12/health_10-24.html> {EX}
* *Switch*, ch. 8 [Bookstore] {B}
* OPTIONAL: “Using CQI to Strengthen Family Planning Programs,” *The Family Planning Manager* 11:2 (1/1993), pp. 2-19 [on-line at <http://erc.msh.org/TheManager/English/V2_N1_En_Issue.pdf>] {EX}

*Study Questions to Prepare for Class:*

1. If you were a customer/client of the Clinic in this case, how would you rate the quality and efficiency of service delivery at the Clinic?
2. Following Rosenthal, how would you calculate the actual and potential demand for the Clinic’s services? What are some possible sources of the data you would need to gather?
3. What are the key issues to consider in calculating the Clinic’s capacity to supply services?
4. What recommendations would you suggest to Dr. Martinez to address the Clinic’s customer service problems?

*TA Section*:

Memo-Writing Workshop and Q&A

**Note: Please prepare a detailed outline of your second memo in advance, and bring a copy of it to the TA Section.**

**Week 7 (February 18/20): Data-Driven Decisions in a Political Environment**

*Class:*

***MEMO 2 DUE***

* **Case: Data vs. Politics: Consolidating Local Offices of the Washington Department of Licensing (EH)**
* J. Kotter, “Leading Change: Why Transformation Efforts Fail,” *Harvard Business Review* 3/1995 {FR}
* REVIEW: Rosenthal, ch. 4 (from Week 6) {FR}
* SKIM:  *Switch*, ch. 6 {B}

*Study Questions to Prepare for Class:*

*See Memo 2 assignment, to be distributed in class.*

*TA Section: Team Exercise*: Assessing informal accountability in networks.

**Please read Romzek et al. reading for Week 8 *before* the TA Section**

1. Identify a network of individuals or organizations in which you are embedded (e.g., your MOP team, a group of colleagues from work, a broader student group such as ESO, etc.).
2. Use Romzek’s framework to assess the informal accountability mechanisms at work in your network:
   1. Which facilitators or challenges of informal accountability exist in your network?
   2. How *and why* does each one affect the ability of the network members to work together?

**Week 8 (February 25/27): Managing Contracts**

*Class:*

* **Case: High Stakes & Frightening Lapses: DSS & La Alianza (HKS 1265.0)** [case pack]
* D. Kettl, *Sharing Power: Public Governance and Private Markets*, pp. 13-17 {B}
* DeHoog and Salamon, “Purchase of Service Contracting,” in *The Tools of Government*, 2002 – **only pp. 320-21, 329-37** {FR}
* Romzek, LeRoux, & Blackmar, “A Preliminary Theory of Informal Accountability among Network Organizational Actors,” *Public Administration Review* 72:3 (2011) {FR}
* S. Kelman, “Strategic Contract Management” (ch. 4 in Donahue & Nye, eds., *Market-Based Governance*, Brookings 2002) {B}
* OPTIONAL: Warner & Hefetz, “Managing the Market: Mixed Delivery”, *PAR* 2008 {B}
* OPTIONAL: Smith & Lipsky, “The New Politics of the Contracting Regime” (ch. 8 in *Nonprofits for Hire*, Harvard 1991) {B}

*Study Questions to Prepare for Class:*

1. Why has DSS been contracting out child protection work to La Alianza Hispana? (What are the considerations that went into that decision?)
2. In light of Kelman and DeHoog & Salamon, how might DSS think about restructuring its contracts for child protective services?
3. If you managed La Alianza, what provisions would you ask for in a contract if DSS approached you about renewing your contract?

*TA Section: Team Exercise*: Benefits and applications of checklists.

**Note: Please read assigned chapters of *Checklist Manifesto* before the TA Section.**

1. Summarize for your teammates the key ideas in the Gawande chapters that you read.
2. Identify two different tasks or issues in the personal or professional life of one or two team members that would benefit from the use of a checklist – one of which would benefit from a simple task checklist; the other, a communication checklist.
   1. What specific benefits would you expect to see from using each of your checklists? Why?

If you have time, quickly draft the checklists.

***MODULE 4 – Change***

**Week 9 (March 4/6): Building a Culture of Transparency and Team Work**

*Class:*

* **Case: Columbia’s Final Mission** (HBS multi-media case 305032-MMC-ENG) [CD-ROM]
* Atul Gawande, *The Checklist Manifesto*, selected chapters (2009) [bookstore] {B}
* OPTIONAL: E. Schein, “What is Corporate Culture Anyway?” from *The Corporate Culture Survival Guide* (1999) {B}

*Study Questions to Prepare for Class:*

1. In what ways is Gawande’s description of the practice of medicine similar to the case’s depiction of the launch and monitoring of the Columbia space shuttle?
2. Which aspects of a checklist or the processes involved in the effective use of checklists might have been most helpful in preventing the Columbia crash? Why?
3. We will provide additional instructions in class to help you prepare the multi-media case for a role-playing exercise in class.

*TA Section:* Q&A and study time to prepare for Final Exam

**Week 10 (March 11/13): Leading Change**

*Class:*

***FINAL EXAM IN CLASS***

* **Case: Motebang Hospital – A & B (EH)**
* Review core concepts from the entire quarter to prepare for **in-class exam**
* W. Bridges, “How to Get People to Let Go,” ch. 3 in *Transitions*, 3rd Ed. (2009) {FR}
* SKIM:  *Switch*, ch. 11 {B}

*Study Questions to Prepare for Class:*

*See Final Exam assignment, to be distributed in class.*

*After class: Team Exercise:*

Finalize and submit Team Portfolios; complete Team Self and Peer Assessment

**Due electronically by March 18.**

MEMORANDUM 1

TO: Students in Managing Organizational Performance, PbAf 512C

FROM: Ken Smith

RE: Memo 1 Assignment: Assessing the Performance of the Harlem Children’s Zone

**DUE: Jan. 22nd (Week 3)**

Assume you are a consultant advising Geoffrey Canada in the case. Please write a memo to Canada that designs **ways to measure and manage the performance** of the Harlem Children’s Zone (HCZ) that are **acceptable to all of HCZ’s key stake holders** – including funders, staff, and the surrounding community. (You do not need to address the strategic question about expansion at the end of the case.)

Please be sure to include in the memo:

1. A concise introduction that includes your **diagnosis** of key issues in the case that performance measurement and management can help address, and the **objectives** that your memo seeks to achieve.
2. A **system for measuring HCZ’s performance** to foster accountability for results (the Moynihan, Hood, and Behn readings each may be helpful here). This system should include a **logic model** (see Poister, Hatry) or a **balanced scorecard** (see Kaplan) for HCZ that embodies its vision and values, and reflects its key activities, outputs, and outcomes.
3. A **process to manage for results** that HCZ can use to monitor and learn from the measurement data in order to improve its performance.
4. An **analytic conclusion** that identifies the likely benefits and potential risks of your proposal. (The persuasive power of the conclusion should flow from its logic rather than from your personal commitment to your proposal.)

Assume your audience (Canada) is familiar with the overall facts in the case and is quite busy, so can benefit from judicious attention to key details, analytic insights, and strategic recommendations. Your grade will depend on both content and style.

Style guidance:

* Two pages maximum, not including attachments (single spaced; 12-point font; 1-inch margins on all sides)
* No more than two additional pages of attachments presenting your logic model and key elements of your system for measuring and managing performance.

Please use headings, fonts, and bullets to highlight your main points and guide the reader.

MEMORANDUM 2

TO: Students in Managing Organizational Performance, PbAf 512C

FROM: Ken Smith

RE: Memo 2 Assignment: Data vs. Politics

**DUE: Feb. 19th (Week 7)**

Imagine that you are a trusted, top staffer to Alan Haight at the Washington Department of Licensing. He's asked you for your candid advice. Specifically, he wants you to:

1. Recommend and justify a list of local branch offices that the Department of Licensing should close.
2. Identify the benefits and risks of your recommendation, and propose specific tactics and arguments that he can use to build support for your recommendation. Be sure to consider the Department's staff, stakeholders, and other external factors.

Use the evidence in the case to prepare your memo and support your argument. Assume your audience (Haight) is familiar with the overall facts in the case and is quite busy, so can benefit from judicious attention to key details, analytic insights, and strategic recommendations.

Your grade will depend on both content and style. You may include up to two pages of attachments that include the list of local offices to close and any other details you wish to provide.

Style guidance:

* Two pages maximum, not including attachments (single spaced; 12-point font; 1-inch margins on all sides)
* Please use headings, fonts, and bullets to highlight your main points and guide the reader.