Course Description

This course teaches the theory and practice of performance measurement and management systems and demonstrates how measuring and managing performance is critical to achieving mission, strategy, and high performance in public, non-profit and healthcare organizations. It will cover how theories of change, logic models and accompanying measures are used to connect the mission and strategies of an organization to daily programming and how to implement a performance management system to achieve desired organizational outputs and outcomes. The course will highlight the organizational challenges to navigate conflicting goals, accountability demands, and complex performance measures, and focus on the need for leadership and management acumen to address this complexity and ensure success in achieving meaningful, significant and sustainable results.

Class Format

Class learning will be primarily through case studies and supportive readings along with lectures, class discussions, and group work. The class sessions will consist of listening to our colleagues, offering our perspectives, and reflecting on the discourse. It is essential and required that students be prepared for each class. Class learning will also be supplemented with online content and complementary journal assignments. In addition, it is highly recommended that students identify a study partner to prepare for class.
Course Readings
The required readings for this class will come from the following:

- Course Packet – The course packet contains the case studies listed in the syllabus. Available through the NYU Bookstore.
- NYU Classes – Articles, study questions, journal assignments, the mid-term examination, team project description and general announcements will be posted on NYU Classes.
    (please note: a hard copy of this book will be provided at the first class)

Course Requirements & Grading
Grades will be based on the following criteria:

- **Class Participation (20%)** – Participation includes presence, promptness, preparation, and engagement. Students are expected to attend all classes (with no more than one excused absence during the semester). Please email your professor before the class if you will be absent. Use of devices for purposes other than taking notes is not appropriate and can limit one’s learning.
- **Journal Assignments (20%)** – Students will complete at least 5 of 6 online learning assignments, which will be due before class as noted in the syllabus. Some of these require the student to watch a video and respond to related questions (max of 600 words), or complete a task. If all 6 assignments are completed, the top 5 grades will be selected.
- **Mid-term Examination (25%)** – The mid-term examination will be distributed in class and on NYU Classes.
- **Team Project (35%)** – The Team Project will consist of three elements:
  - 2 to 3 page abstract outlining your project (5%),
  - Presentation to the class on your project (10%)
  - a 10- to 15-page paper excluding references and appendices (20%).
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Item</th>
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<tr>
<td>1</td>
<td>January 25</td>
<td>Introduction</td>
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<tr>
<td>2</td>
<td>February 1</td>
<td>Performance Measurement, Logic Models, and Nonprofit Strategy</td>
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<tr>
<td>3</td>
<td>February 8</td>
<td>The PMM Development Process</td>
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<td>4</td>
<td>February 15</td>
<td>Outcomes and Indicators</td>
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<td>5</td>
<td>February 22</td>
<td>Building and Using Dashboards for Organizational Improvement</td>
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<td>6</td>
<td>March 1</td>
<td>PPM and Accountability: Managing Conflicting Priorities</td>
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<td><strong>Friday, March 3 by 5:00</strong></td>
<td><strong>Team Abstract Due</strong></td>
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<td>7</td>
<td>March 8</td>
<td>Performance Measurement from a Funder’s Perspective: Government</td>
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<tr>
<td>8</td>
<td>March 22</td>
<td>Performance Measurement from a Funder’s Perspective: Foundations and Investors</td>
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<td><strong>Spring Recess March 15</strong></td>
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<td>9</td>
<td>March 29</td>
<td>Outcomes from a Healthcare Perspective</td>
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<td>10</td>
<td>April 5</td>
<td>Agency-Wide Indicator, Reporting and Accountability Systems</td>
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<td>11</td>
<td>April 12</td>
<td>Collective Impact</td>
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<td>12</td>
<td>April 19</td>
<td>Leadership in Performance Management</td>
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<td>1</td>
<td>Why Performance Management?</td>
<td>Watch the videos. Based on the comments of government and nonprofit leaders, and based on your experience, why is performance management and the use a data necessary? Why do you think this class is a required course for Management students at Wagner?</td>
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<td>2</td>
<td>Developing a Logic Model</td>
<td>Create a basic logic model with inputs, activities, outputs, short term outcomes and long term outcomes for Jumpstart’s services to children.</td>
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<td>3</td>
<td>Creating Organizational Unity on Performance Measures</td>
<td>Watch the video. While Year Up has a common outcome that the organization strives to achieve, each unit works towards and is measured by specific outputs. Based on what Cat discussed and what you have learned in class, what would you recommend Year Up do to develop more aligned measurements and to address some of the challenges you identified?</td>
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<td>4</td>
<td>Effective Data Visualization</td>
<td>Reformat any one of the (quantitative) exhibits from any of the cases in the course packet to present the data more effectively. Why is your presentation more effective?</td>
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<td>5</td>
<td>CompStat: Differentiating Management Tool vs. Police Tactics</td>
<td>When people talk about CompStat, they often conflate the management practices of using data for accountability with the completely separate issue of police tactics like “broken window” policing or police strategies like “getting guns off the street”. Setting aside the issues of police strategy and tactics, focus on how Compstat was used as a management and leadership tool. How effective of a management tool is it?</td>
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How are you defining its success or failure? How could it be more effective? And what are the leadership behaviors necessary for it to remain effective?

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<th>6</th>
<th>BRC Quarterly Performance Review Meeting</th>
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<td>Watch the video. What are some of your reflections on the BRC Quarterly Performance Review Meeting from a performance management perspective? What do you like or not like about Muzzy Rosenblatt’s approach in the meeting and the input of other participants in the meeting? Given what you have learned this semester, if you were in his seat, what would you do the same or differently? Why?</td>
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Detailed Course Schedule and Readings

Class 1. **Introduction** (January 23)
This class will enable both students and the professor to share their expectations and goals for the class. The syllabus will be distributed and reviewed there will be a lecture/discussion about how to read, analyze and discuss cases. We will also spend some time to get to know each other better.

- Book: Hatry Chapter 1
- Book: Marino Introduction, Chapter 1, Chapter 2, and supplemental essay “First, Do No Harm…Then Do More Good” By Isaac Castillo

Class 2. **Performance Measurement, Logic Models, and Nonprofit Strategy** (February 1)
This class will focus on understanding and developing logic models and theories of change and how they align performance measurement and management with an organization’s mission and strategy. The Team Project will be distributed and discussed.

**Journal Assignment 1 due – Why Performance Management?**
Teams will be assigned this class.

- Book: Hatry Chapter 2 and 5
- Book: Hunter pp. 25-50
Class 3.  The PMM Development Process  (February 8)
This class will cover audiences for and uses of performance measures, the process of developing performance measures and an overall system for performance management.

Journal Assignment 2 due – Logic Model

- Book: Hatry Chapter 3
Class 4. **Outcomes and Indicators** (February 15)

This class will define the progression of outcomes, indicators, and measures and demonstrate how they flow from and support an organization’s mission, strategy, and operations.

**No assignment due**

- Book: Hatry Chapters 4 and 6

Class 5. **Building and Using Dashboards for Organizational Improvement** (February 22)

This class will focus on the development of technology-based dashboards that support performance measurement and management.

**Journal Assignment 3 due – Creating Organizational Unity on Performance Measures**

- Book: Hatry Chapter 11
- NYU Classes: Duarte, N. (2014, April 14) The Quick and Dirty on Data Visualization, HBR
  
  Can be accessed using your NYU Login at [https://getit.library.nyu.edu/go/8060178](https://getit.library.nyu.edu/go/8060178) and following the Online Access links.
Class 6. **PMM and Accountability: Managing Conflicting Priorities** (March 1)
This class examines the challenges on organizations to manage competing accountability demands of external stakeholders while enabling learning and performance internally.

**Journal Assignment 4 due – Effective Data Visualization**

- Book: Hatry Chapters 13 and 15

***TEAM ABSTRACT DUE Friday March 3 by 5:00***

Class 7. **Performance Measurement from a Funder’s Perspective: Government** (March 8)
This class will highlight the challenges associated with developing and implementing an equitable and results-oriented performance-based contracting methodology.

**No assignment due**

- Book: Hatry Chapter 12
- NYU Classes: How to Use Evidence in the Contracting Process (2016), The Pew Charitable Trust


Class 8. Performance Measurement from a Funder’s Perspective: Foundations & Investors (March 22)
This class will focus on how funders decide which programs and initiatives to support with a particular emphasis on measuring impact.

No assignment due

- NYU Classes: Video: Robin Hood: Driving Mission through Relentless Monetization.
- NYU Classes: Stid D. (2013, April) Pay for Success is Not a Panacea, Community Development Investment Review, Federal Reserve Bank of San Francisco
Class 9. **Performance Measurement and Management from a Healthcare Perspective**  
(March 29)

This class will examine the importance of measuring ultimate outcomes (as opposed to inputs or outputs) and strategies for doing so. The case examines the complexity of developing realistic and meaningful outcomes from the perspective of patients, physicians, hospitals and researchers.

No assignment due

- Book: Hatry Chapters 10

***MIDTERM DUE Friday March 31 by 5:00***
Class 10. **Agency-Wide Indicator, Reporting and Accountability Systems** (April 5)
This class will explore how an agency-wide focus on selected outcomes has the potential of dramatic results, while at the same time raising questions about its consequences on internal culture and the impact on communities.

No assignment due

- Book: Hatry Chapters 8 and 14
- Online: [https://compstat.nypdonline.org/](https://compstat.nypdonline.org/)

Class 11. **Collective Impact** (April 12)
This class will explore the basics of a collective impact model and how performance measurement and management is key to its success.

**Journal Assignment 5 due – CompStat: Differentiating Management Tool vs. Police Tactics**

Class 12.  **Leadership in Performance Management** (April 19)
This class will focus on the role of leadership and management in achieving the promise of PMM.

**Journal Assignment 6 due – BRC Quarterly Performance Review Meeting**

- Book: Morino Chapters 3-4

  ***TEAM SLIDES DUE Friday April 28 by 8:00***

Class 13.  **Team Project Presentations** (April 26)
- Each team will present its project which will be followed by a class discussion and critique.

Class 14.  **Team Project Presentations** (May 3)
- Each team will present its project which will be followed by a class discussion and critique.

  ***TEAM PAPER DUE Wednesday May 10 by 5:00***