Instructor Information

- Professor: Patrick Germain
- Email: Patrick.germain@nyu.edu
- Office Hours: by appointment

Course Information

Class Meeting Times: Saturdays 1/28, 2/11, 2/25, 3/11, 4/1, 4/15, and 4/29
9:00am – 12:30pm
Location: Bobst Library, lower level, room 139.

Course Description

This course focuses on the fundamentals of performance measurement and management systems and demonstrates how they are critical from a mission, strategic, funding, transparency and accountability perspective in public, non-profit and healthcare settings. It will cover not only how to measure performance, but also how to implement a performance management system and use performance measures in managing towards excellence in an organization. In addition, the course will highlight the types of leadership and management acumen that are needed to ensure meaningful, significant and lasting results.

Course Learning Objectives

1. How does an organization know if it is meeting the needs of its constituents?
2. How do leaders need to show up to encourage a culture of performance while ensuring employee well-being?
3. How does an organization manage competing internal and external demands for accountability effectively?
4. What is the difference between performance measurement and management? How is collected data used by staff to achieve desired results?
5. What is the purpose of a logic model? What is the difference between outputs and outcomes, and measures and indicators?

6. How can you design a performance management system and optimize its value? What are the barriers of using data by staff?

7. How do you center equity in performance measurement and management? How can data amplify or reduce inequities? How do we balance quantitative data with lived experience in our understanding of what works?

8. How do social sector organizations such as governments, foundations, and investors approach assessing/managing performance differently?

9. How can reporting and visualizing data create actionable information (i.e. knowledge) for staff to make decisions and learn and improve programs?

Class Format

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

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. It is available through the NYU Bookstore.

- **NYU Brightspace** – Articles, study questions, journal assignments, the mid-term examination, team project description and general announcements will be posted on NYU Brightspace.

- **e-Books** – both available for free download at [Leap of Reason](#).
Course Grading & Requirements

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 me before the class if you will be absent.

- **Journal Assignments (20%)** – Students will complete 5 online learning assignments, which will be due before class as noted in the syllabus. Each assignment is described on the next page, and except for the logic model, should be between 500-700 words.

- **Midterm Exam (25%)** – The mid-term examination will be distributed in.

- **Team Project (35%)** – You will have an opportunity to apply key ideas and concepts in the course through a team project. Within the first two weeks of the semester, you will select or be assigned to a small groups (of 3-4 students) for the semester. Each group will focus on a specific social enterprise, nonprofit or governmental organization and how it is attempting to use performance measurement and management practices to achieve its mission. You may select an organization that you have worked in or which seeks to address a social issue that you care about. The Project will consist of three elements:
  - 2-to-3-page abstract outlining your project (5%),
  - Presentation to the class on your project (5%),
  - 10- to 15-page paper excluding references and appendices (25%).
## Course Schedule and Deadlines

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<thead>
<tr>
<th></th>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/28</td>
<td>Introduction, and Performance Measurement, Logic Models, and Nonprofit Strategy</td>
<td>Teams Assigned and Project Distributed</td>
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<tr>
<td>2</td>
<td>2/11</td>
<td>Outcomes and Indicators and the PMM Development Process</td>
<td>Journal 1 Due</td>
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<td>3</td>
<td>2/25</td>
<td>Developing Performance Dashboards, and Foundations of Performance Management</td>
<td>Journal 2 Due</td>
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<td><strong>Saturday March 4</strong></td>
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<td><strong>Team Abstract Due</strong></td>
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<td>4</td>
<td>3/11</td>
<td>PMM from a Healthcare Perspective</td>
<td>Journal 3 Due</td>
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<td><strong>Saturday, March 25</strong></td>
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<td><strong>Midterm Due</strong></td>
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<tr>
<td>5</td>
<td>4/1</td>
<td>PMM From a Funding Perspective: Performance-Based Contracting, Social Impact Bonds, and Foundations</td>
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<tr>
<td>6</td>
<td>4/15</td>
<td>Equity and Performance Management</td>
<td>Journal 4 Due</td>
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<td>7</td>
<td>4/29</td>
<td>Benchmarking Final Team Project Presentations</td>
<td>Journal 5 Due</td>
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<td><strong>Sunday, April 30</strong></td>
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<td><strong>Team Paper Due</strong></td>
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- Journal 1 Due
- Journal 2 Due
- Journal 3 Due
- Midterm distributed
- Journal 4 Due
- Journal 5 Due
- Team Presentation Slides Due
# Journal Assignments

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<tr>
<th>#</th>
<th>Title</th>
<th>Question</th>
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<tr>
<td>1</td>
<td>Why Performance Management?</td>
<td>Watch the videos. Based on the comments of government and nonprofit leaders, and what you have learned already, why is performance management 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.</td>
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<td>3</td>
<td>Creating Organizational Unity on Performance Measures</td>
<td>Watch the video. What were the challenges of aligning the performance measures of the Admissions Department of Year Up with rest of the organization? 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>BRC Quarterly Performance Review Meeting</td>
<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? 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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<td>5</td>
<td>Unintended consequences of CompStat</td>
<td>CompStat resulted in incredible improvements in public safety in New York City, but did not come without its costs. Discuss the unintended consequences of the CompStat system as reflected in the case, what led to those consequences, and propose two modifications you would make to minimize those negative impacts.</td>
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Detailed Course Schedule and Assignments


The first half of this class will enable both students and the professor to share their expectations and goals for the semester and the syllabus will be reviewed. In addition, there will be a discussion about how to read, analyze and discuss cases. The second part of the class will center on the alignment of performance measurement and management with an organization’s mission and strategy as well as understanding and developing logic models. The Team Project will be distributed and discussed.

- **Book**: Poister, Chapter 1 and Chapter 3 (pp. 53-66).
- The following three are optional, but recommended if you need to brush up on logic models.
Class 2) February 11. Outcomes and Indicators. The PMM Development Process.

This class will discuss audiences for performance management and then discuss its uses, the process of developing performance measures, and the key types of performance measures. It will also cover the process for developing a performance measurement and management system.

- **Book**: Poister, Chapter 3 (pp. 67-86), Chapter 5, and Chapter 15.
- **[Optional] Book** Poister, Chapters 2 and 4


This class will focus on the development of dashboards that support performance measurement and management, and introduce performance management.

- **Book**: Poister, Chapter 6
- **E-Book**: Morino, Chapters 3
- **E-Book**: Hunter, Chapters 1 and 2
- **[Optional] Book**: Poister, Chapter 10
Class 4) March 11. PMM from a Healthcare Perspective

This class will examine the how performance measurement and management works within the healthcare sector. We will examine the complexity of developing realistic and meaningful outcomes from the perspective of patients, physicians, hospitals and researchers.

- **Book:** Poister, Chapter 7
- **NYU Brightspace:** Gawande, A., (2011, January 24). The Hot Spotters - Can we lower medical costs by giving the neediest patients better care? The New Yorker.

**MIDTERM DUE Saturday, March 25 by midnight.**

Class 5) April 1. PMM from a Funding Perspective: Performance-Based Contracting, Social Impact Bonds, and Foundations

This class will focus on how funders decide which programs and initiatives to support with a particular emphasis on measuring impact. This class will also cover Social Impact Bonds, and will highlight the challenges associated with developing and implementing an equitable and results-oriented performance-based contracting methodology.

- **Book:** Poister, Chapter 9
Class 6) April 15. Equity and Performance Management.

This class will explore different ways in which performance management systems can amplify or reduce inequities, including the public sector (CompStat), collective impact efforts, and in nonprofit organizations. This class will explore the unique strategies, challenges, and philosophical questions that might arise in these various contexts.

- **NYU Brightspace**: Video. SIB video: introduction and lecture by Megan Golden.
- [Optional] **Book** Poister, Chapter 11 (recommended for those interested in contracts between government and nonprofits)


- **Online**: explore the data on https://compstat.nypdonline.org/
- [Optional] **Book** Poister, Chapter 13 (recommended for those interested in public engagement and community voice) and Chapter 8.

This class will enable students to understand benchmarking, its application and its ability to achieve social goals, particularly in a political context. There will be a closing summary lecture and then student groups will make their final presentations.

- **Book:** Poister, Chapter 14
  - #HKS845, pp. 1-30.
  - #HKS846 (Sequel), pp. 1-12

TEAM PAPER DUE Sunday, April 30 by midnight.
Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner’s Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU’s Calendar Policy on Religious Holidays

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.