PADM GP 2170
Performance Measurement & Management (PMM)
Fall 2023

Course Information

Section	Instructor Name	Class Day	Class Time	Class Format	Class Location
001	Manning	Wednesday	4:55 pm-6:35 pm	In Person	Global Center 238 Thompson Street, Room 361

Instructor and Grader Information

Section	Name	Email Address	Office Address	Office Hours
001	Veronica Manning	Vlb235@nyu.edu	By appointment	By appointment
Grader				

Course Prerequisites

☐ Management and Leadership CORE-GP-1020 or Approved Waiver from the Course

Course Description

In recent years leaders in both the public and non-profit sectors have expressed a need for employees with expertise in performance measurement and management. 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 select appropriate measures, 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 need for leadership and management acumen to ensure success in

achieving meaningful, significant, and lasting results.

Course and Learning Objectives

The course combines conceptual and experiential approaches to performance measurement and management. Working in 3-5 person teams, students will choose from several programs or organizations, described below, that they are interested in learning more about. Students will be required to develop a performance management and measurement system for a program they choose in the government or nonprofit sector. (In addition to the options provided, a student group can choose a program, organization, or issue of interest.) The final project for the semester will require your team to write a memorandum that reflects the totality of what you have learned to the head of the organization or program that your team selected. Depending on timing, each team may be asked to do a five-minute presentation for the class.

Case studies, exercises, readings, and in-class discussions will introduce key concepts and useful ways of thinking about performance measurement and management from different perspectives. In addition, students will have ample opportunities to apply theories and concepts to programs, organizations, and issues that they care about. The exercises require students to apply their insights and practice analytical skills.

The written case study assignments require you to consolidate your insight and practice your analytical and communication skills.

There are several learning objectives that will cut across our classes:
1. Understand the social, political, economic, and technical environments within which performance must be measured.
2. Describe and use performance measurement for improving outcomes and accountability.
3. Critically analyze a performance measurement system.
4. Approach performance measurement based on different stakeholder needs and expectations.
5. Describe and use performance management tools in a specific government or nonprofit context.
6. Develop a performance management for a government or non-profit organization.
7. Understand the key success factors for and challenges to successful use of performance management.

The course will help you develop several skillsets:
1. Goal setting and development.
2. Creating a logic model
3. Identifying outcomes
4. Identifying performance deficits
5. Strategies for improving performance
6. Benchmarking goals and indicators

Learning Assessment Table

Graded Assignments	Course Objective(s) Covered	Level of Competency	
Individual Case Study Memos	Understand the social, political, economic, and technical environments within which performance must be measured. Critically analyze a performance measurement system. Understand the key success factors for and challenges to successful use of performance management	3-Advanced	Demonstrate greater depth of understanding of this knowledge/ skill/ competency and can use this ability to analyze a problem
Discussions	Critically analyze a performance measurement system	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/ skill/ competency and can use this ability to analyze a problem
Team Project Develop Performance Management System	All skillsets	2-Intermediate	Student demonstrates expertise in this knowledge/ skill/ competency and can use this ability to evaluate, judge, and synthesize information

Required Readings

Texts

➢ Wolk, Andrew, Dholakia, Anand, Kreitz, Kelley., building a performance measurement system USING DATA TO ACCELERATE SOCIAL IMPACT, 2009, Root Cause, ISBN: 9780615310220. **Hereafter referred to as Building.** (The book can be accessed through the link above or here.)

➢ Hatry, Harry P., Performance Measurement: Getting Results, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346. **Hereafter referred to as Getting Results.**

➢ Poister, T. H., Aristiguenta, M. P., Hall, J. L., Managing and Measuring Performance in Public and Nonprofit Organizations: An Integrated Approach, 2nd Edition, John Wiley & Sons, 2015, ISBN 9781118439050. (This book can be accessed online through the NYU Library site FOR FREE!!!!!!) **Hereafter referred to as Managing and Measuring.**

Case Study Course Pack

➢ A course pack containing the case studies is available for **purchase here.**

Supplemental Reference Resources-

☐ United Way, Measuring Program Outcomes: A Practical Approach. **Hereafter referred to as Practical.**

☐ Gray, D., Micheli, P., Pavlov, A., Measurement madness: recognizing and avoiding the pitfalls of performance measurement, Wiley Publishing, ISBN 978-1-119-97070-5 (hardback); ISBN 978-1-118-46451-9 (ebk) (2014). **Hereafter referred to as Madness.**

☐ Hunter, David E.K. (2013). Working Hard & Working Well – A Practical Guide to Performance Management for Leaders Serving Children, Adults, and Families. Hunter Consulting, LLC. **Hereafter referred to as Working Hard.**

☐ Penna, R., Berger, K., The Nonprofit Outcomes Toolbox: A Complete Guide to Program Effectiveness, Performance Measurement, and Results, 1st Edition, John Wiley & Sons, 2011, Online ISBN: 9781118386835, Print ISBN: 9781118004500. **Hereafter referred to as Toolbox.**

☐ Morino, Mario. (2011). Leap of Reason – Managing to Outcomes in an Era of Scarcity. Venture Philanthropy Partners Publications. **Hereafter referred to as Leap.**

Articles

➢ We will be reading several articles that will be made available as a pdf document on our Brightspace site or will be accessible from the New York University Library website.

Assessment Assignments and Evaluation

Individual Assessment, 52.5%

1. Program Area, Agency Focus Area Selection, 2.5%
To help you master the concepts in the course, you will be working with a team of 3-5 classmates to develop a performance measurement and management system for a specific program, agency, or organization. You will be required to indicate your first 3-5 choice issue areas and will be matched with others in the class with similar interests. You are required to fill-in the template before the start of our second class together.

2. Case Study Memos (35.0%):

We will be reading **seven (7)** case studies. The cases are included in the [Harvard Coursepack](#) that you are **required to purchase**. You will be required to submit a no more than three-page case study memo on Brightspace for the cases. Reading and reflecting on the case studies is an important part of the course work. Productive discussion depends on you reading and analyzing the materials beforehand and presenting your thoughts and analysis supported by the readings.

Your case study memo should include the areas described below and will be graded pursuant to the rubric that follows:

 a) Executive summary
 b) Background Information about the organization and case study
 c) Relevant performance management and measurement issues raised in the case study
 d) Answer/address the case-specific prompts
 e) Utilize relevant readings in your analysis
 f) Your reflection about the case study including any questions the case study raises for you and/or issues you would like to better understand
 g) Writing style

Individual Case Study Memo Rubric					
Area	**Excellent**	**Very Good**	**Good**	**Could be Better**	**Incomplete**
Executive Summary	10.0	8.0	5.0	3.0	0.0
	Concise, clear synopsis of case study issue **and** analysis	Good synopsis of case study issue **and** analysis	Good partial synopsis of case study issue **or** analysis	Okay partial synopsis of case study issue **or** analysis	No synopsis of case study issue **nor** any analysis
Background information about the case study/ organization	15.0	12.0	8.0	5.0	0.0
	Excellent description of the organization **and** case study background using original language	Good description of the organization **and** case study background using original language	Good description of the organization **or** case study background using original language	Description of the organization and/**or** case study background but did not use original language	No description of the organization **or** case study background
Identifies key relevant performance management and measurement issue(s)	10.0	8.0	6.0	4.0	0.0
	Correctly and accurately identifies two or more key performance management and measurement issues	Idenitifies a key performance management and measurement issue	Identifies issue that is not about performance management and measurement	Does not identify any relevant performance management and measurement issue	No answer
Engagement with assignment--addresses specific question(s) posed	35.0	30.0	22.0	15.0	8.0
	Excellent engagement with assignment; all major components included; strong evidence is provided for claims/ arguments/ recommendations	Good engagement with assignment; all major components included; sound evidence is provided for claims/ arguments/ recommendations	Partial engagement with assignment; some questions not answered; limited evidence to support claims/ arguments/ recommendations	Lack of engagement with assignment; questions not answered; conclusory with no support for claims/ arguments/ or recommendations	No real engagement with assignment; most components missing; no evidence to support claims/ arguments/ recommendations
Utilizes relevant readings from the course	15.0	12.0	9.0	5.0	0.0
	Specifically refers to/ cites two or more relevant readings	Specifically refers to/ cites at least one relevant reading	Does not refer to/ cite readings but clearly connects reading concepts to case study issue	Does not refer to/ cite readings but vaguely connects a concept to case study	Does not refer to/ cite any readings
Reflection	10.0	8.0	6.0	4.0	0.0
	Thoughtful, insightful, and well-written reflection that links the issues in the case to own work, life, or PMM team project and the implications for performance measurement & management	Well-written reflection that links the issues in the case to own work, life, or PMM team project or the implications for performance measurement & management	Good reflection that links the issues in the case to own work, life or PMM team project Some effort that makes connections to performance measurement & management; but not clear or inaccurate	Not well-written reflection or no connection to the issues in the case or implications for performance measurement & management	No reflection
Writing Style	5.0	4.0	3.0	2.0	1.0
	Professionally written; well organized, no errors-grammar, spelling; easy to read	Well-written; minor errors- grammar, spelling or thoughts not organized	Okay writing; errors, disjointed and difficult to follow	Not well-written; not proofread; grammar and spelling errors, and disjointed	Not well-written; incomprehensible

3. Weekly Class Session Participation (15.0%):

Performance Measurement and Management is an exciting area. You will encounter something daily that you will want to change for the better or to acknowledge when it is done well, and critique it when it is not. Undoubtedly you will notice these areas and be able to determine whether the performance is being measured or managed and how you might measure and manage the area differently. Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions and trying to understand the assumptions that drive our colleagues' thoughts and ideas. During our discussions and exercises, you will be called on to analyze the situation at hand and share recommendations. The only way to conduct a sharp analysis and contribute insightful comments is if you read the textbook, any cases, and assigned articles carefully and complete all exercises, reflecting on how they inform situations you have experienced.

Team Assessments, 47.5%

1. Team Launch Document, 2.5%

During our third class session, you will meet with the team members who will be working with you on the issue/focus area you selected. As you have learned, when working in teams it is important to establish ground rules for how you want to work together as a team at the outset. Each team will submit a completed team launch document reflecting the agreed upon guiding principles that will govern your team during the semester.

2. Background Memorandum, 5.0%

You will be required to select a program or agency that will be your focus area for the semester. A template for you to choose among various possible issue areas will be available as a google sheet. Once all students have entered their preferences, I will assign 3-5 person teams based on common interests. Your team's task will be to develop a performance management and measurement system for the program or agency you select by applying the week-by-week lessons that we learn. Once you are assigned a team, the first group project will be to write a no more than three-page background memo about the focus area/organization/agency. You will be required to research information about the area/organization/agency. The memo should include a description of the issue, an overarching and inspiring goal for the area, and any information that you have learned about, if and, how the area/organization/agency measures performance now.

3. Mission, Customers, Theory of Change 7.5%

As a team, you will in no more than 4 pages, review the program's or agency's mission and craft a new outcome focused mission statement if needed. You will also describe your ideas for what should be the objectives for the program or agency or organization. Finally, you will clearly identify the program's or agency's customers.

4. Logic Model and Outcomes, 7.5%

As a team, you will in no more than 5 pages, including a one-page graphic, prepare and submit the following:

    A. Identify key activities including the inputs that are consumed, the outputs that are created, and the initial, intermediate, and final outcomes that the activities the organization/agency hope to bring about.

    B. Using the information from A, organize a graphical representation of the program logic that clearly relates each major program activity to its inputs, outputs, and outcomes that are generated.

    C. Draft an explanatory narrative that explains the graphic logic model in greater detail.

5. Performance Management & Measurement System Presentation, 5.0%

Midway through the course, each team will have an opportunity to present the team mission, objectives, customers, and the logic model and outcomes to the class. The purpose of the presentation will be to learn from each other by honing our ability to not only create a performance management and measurement system but to also offer constructive and helpful suggestions to improve each other's work as if we are the client/customer for the particular focus area.

6. Indicators, 2.5%

As a team, you must determine what needs to be measured in your area. Since you know "you get what you measure", one of the most important decisions you must make as a manager is determining indicators that are informed by the outcomes you articulated. In a no more than 3-page memo, do the following:

    A. For the outcomes identified in the logic model assignment (after revision if needed), identify a series of 2-3 key indicators that you think are most important in determining performance. Identify indicators for your inputs, outputs, and most importantly outcomes.

7. Gathering Data and Benchmarking, 7.5%

For the specific indicators that you will use be sure to: articulate your strategic goals; identify the source of the data, its form, how you plan to collect it, and when and with what frequency; what steps you will take to ensure that the data is reliable and that people do not "cheat".

Part I. Now that you have identified your program logic and established outcomes and indicators, you will compare what you have developed to other organizations and or agencies in the public, nonprofit, and private sectors. Here you will:

    A. Identify 2-3 relevant programs or organizations that will serve as your benchmark group.

    B. Examine these programs to determine which, if any, performance measures they are using. Report and compare the measures used by each group and highlight differences that exist across the groups.

C. Compare the benchmark group's measures to the outcomes and indicators your team selected.
D. Based on what you have learned, select a core group of measures that you will use annually to examine your program's/organization's performance against the benchmark group. (As it is a distinct possibility that you may have developed measures that are not used by others, include a paragraph that you will send to the other programs/ organizations convincing them why you believe the measures that your team identified are important.)

Set performance targets based on the benchmark group or another mechanism for your outputs and outcomes.

8. Final Performance Management & Measurement System Memorandum (10%)
Your team is required to prepare a final work product that incorporates all components of your performance management and measurement system for your focus area and prepare a final team memorandum. For this final memorandum, you will assume that you have done such a phenomenal job developing a performance management and measurement system for the focus area, agency, or program that the team has been asked to present all that you have learned during the semester to a group of senior managers who are skeptical about performance measurement and management.

Prepare a 5-7page memorandum that summarizes all of the work that you did during the semester including the mission, objectives, and customers; the logic model and outcomes; your refined indicators, your data collection plan, and benchmarking research. The conclusion should provide your team's strongest arguments to support why a performance management and measurement system is important and needed for the work in your focus area. You should also refer to and describe one reading and one case study from the course that was most impactful and influenced how your team thought about performance management and measurement.

Late Submission Policy for Assignments

Extensions will be granted in case of emergencies. Late submissions without prior notice will be penalized as follows:
- 5% deducted from assignment grade if submitted within one day after the due date.
- 10% deducted from assignment grade if submitted between 1 and 7 days after the due date.
- No late submissions, without prior discussion BEFORE the due date, will be accepted after 1 week.
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NOTE: These deductions will only apply if you do not contact the course grader or me before the time that the assignment is due.

Overview of the Semester

Class #	Topic	Date
1	Introduction, Course Requirements	9/6
2	Performance Measurement and Management, Different Perspectives	9/13
3	The Performance Framework	9/20
4	Clarifying Mission, Goals, Objectives, and Customers	9/27
5	Outcomes, Outcomes, Outcomes	10/4
6		10/11
7	Performance Indicators	10/18
8		10/25
9	Data	11/1
10	Analyzing Outcome Information	11/8
11	Benchmarking	11/15
12	Learning and Analysis of Performance Information	11/29
13	Communicating Outcomes	12/6
14	Wrapping It Up	12/13

Letter Grade	Course Points	GPA Points	Criteria
A	> 93.0	4.0	**Excellent:** Exceptional work that is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well-written. Work is of exceptional, professional quality.

Letter Grade	Course Points	GPA Points	Criteria
A-	> 90.0	3.7	**Very Good:** Strong work shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
B+	> 87.0	3.3	**Good:** Sound work; well-reasoned and thorough, methodologically sound. Student has fully accomplished the basic objectives of the course.
B	> 83.0	3.0	**Adequate:** Competent work even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations.
B-	> 80.0	2.7	**Borderline:** Weak work; meets the minimal expectations. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate.
C+	> 77.0	2.3	**Deficient:** Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence.
C	> 73.0	2.0	
C-	> 70.0	1.7	
F	< 70.0	0.0	**Fail:** Work fails to meet even minimal. Performance is consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

➤ Lecture, Including Case Study Discussion and Review

➤ Wrap-Up

Detailed Course Overview

Unless otherwise indicated, all assignments and readings are due before the listed course sessions. When accessing the linked documents, please access using your NYU email address.

Week	Topic	Assignments, Case Study, Individual Memo, Other Assignment	Textbook and Other Readings	Team Assignment
1 **9/6**	Introduction, Course Requirements	1. Complete the Introduction Google Sheet	1. Article, Behn, **11 Ways to Ratchet Up Performance** 2. Read, **Madness,** Chapters 1 and 2	None
2 **9/13**	Performance Measurement and Management, Different Perspectives	1. **MEMO: Gail Palmer Ashton** Case Study Memo **in Coursepack** 2. Complete **Focus/ Program Area Ideas on the Google Sheet**	1. Article, Behn, **What Performance Management Is and Is Not** 2. **Getting Results**, **Preface** and **Chapter 1** 3. **Toolbox**, Chapter 1	None
3 **9/20**	The Performance Framework	1. **MEMO: TEGV Assesses Its Performance** Case Study **in Coursepack**	1. **Getting Results,** Chapter 3 2. Article, Behn, **Why Performance Measures Get a Bad Rap** 3. Article, Haas, **Secrets of Great Teamwork** 4. Article, Hackman, **Why Teams Don't Work**	1. Submit **Team Launch Document** after Class #3

Week	Topic	Assignments, Case Study, Individual Memo, Other Assignment	Textbook and Other Readings	Team Assignment
4 **9/27**	Clarifying Mission, Goals, Objectives, and Customers	**NONE**	1. **Getting Results**, Chapter 4 2. **Working Hard**, Chapter 1 **2.** Article, **Lofty Mission, Down-to-Earth Plans** **3. Toolbox, Chapter 2**	1. Submit **Background Memo about Chosen Focus/ Program Area**
5 **10/4**	Outcomes, Outcomes, Outcomes	**1. MEMO: Anthony Williams** Case Study **in Coursepack**	1. **Toolbox, Chapter 3** 2. **Getting Results**, Chapter 5 3. Article, **The Beginning of Good Data is the Definition of Terms** 4. Read **Madness**, Chapter 3-Measurement for Measurement's Sake	**NONE**

Week	Topic	Assignments, Case Study, Individual Memo, Other Assignment	Textbook and Other Readings	Team Assignment
6 **10/11**		**NONE**	1. **Practical**, Step 2, pages 31-58 2. **Toolbox**, Chapter 4 3. Article, **What Impact: A Framework** 4. Read **Madness, Chapter 4-All I Need is the Right Measure!**	1. Submit Team Assignment: **Mission, Customers, Theory of Change**
7 **10/18**		**BREATHER AND CATCH UP**		
8 **10/25**	Logic Model	1. **MEMO: King County Creating a Culture of Outcomes** Case Study in **Coursepack**	1. **Practical**, Step 3, pages 59-80 2. Article, Behn, **Feedback-Logic Models**	**NONE**
9 **11/2**	Team Presentations of Logic Model and Theory of Change	**NONE**	*1.* **Getting Results**, Chapter 6	**COME PREPARED TO PRESENT DRAFT LOGIC MODEL TO CLASS**
10 **11/9**	Team Presentations of Logic Model and Theory of Change Indicators	**NONE**	1. **Getting Results**, Chapter 7 2. **Practical**, Step 4, pages 81-104	**COME PREPARED TO PRESENT DRAFT LOGIC MODEL TO CLASS**

Week	Topic	Assignments, Case Study, Individual Memo, Other Assignment	Textbook and Other Readings	Team Assignment
11 **11/16**	Indicators, continued Analyzing Outcome Information	1. **READ ONLY: Performance Management for Health in Washington State** Case Study in **Coursepack**	1. **Getting Results**, Chapter 8 2. Article, **Do Better at Doing Good** 3. Tools, Urban Institute **Analyzing Outcome Information**	
12 **11/30**	Benchmarking Learning and Analysis of Performance Information	**NONE**	**1. Getting Results**, Chapter 9 2. **Madness**, Chapter 5, Comparing Performance 3. **SKIM Toolbox**, Chapter 8 4. **SKIM Getting Results**, Chapter 10	**1. November 29, 2023:** Submit **Logic Model and Outcomes Memo** along with **Indicators**

Week	Topic	Assignments, Case Study, Individual Memo, Other Assignment	Textbook and Other Readings	Team Assignment
13 12/7	Communicating Outcomes	1. **MEMO: KaBoom** Case Study Part A in **Coursepack**	1. **Madness**, Chapter 7-Gaming and Cheating	1. **December 9, 2023** Submit **Gathering Data and Benchmarking Memo** and Include References to **Chicago Benchmarking Collaborative** Case Study in **Coursepack**
14 12/14	Wrapping It Up	1. **READ ONLY**: **Jumpstart** Case Study in **Coursepack**	1. **Getting Results**, Chapter 16 2. **Madness** Chapter 10-Will Measurement Madness Ever be Cured?	**NONE**
15	**Submit Final Team Memorandum on, or before, December 22, 2023**			

You have 24/7 support via NYU's IT services. Explore the NYU servicelink knowledgebase for troubleshooting and student guides for all NYU-supported tools (Brightspace, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact Zoom's 24/7 technical support (includes a chat function), or review Zoom's support resources. Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](#).

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; please review it again](#). 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 Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Student Accessibilty website](#) and click the "Get Started" button. You can also call or email (212-998-4980 or [mosescsa@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.

NYU's Wellness Exchange

[NYU's Wellness Exchange](#) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

Anti-[Racism](#) Statement

NYU Wagner is committed to promoting the values of inclusion, diversity, belonging, and equity ([IDBE](#))

in public service and to bringing an IDBE lens to the various domains that shape our institutional culture and help advance our mission. We know that markers of difference shape the way we see the world, the way resources are distributed, the way policies are made, the way boundaries are drawn, and the way institutions are managed.