

Performance Measurement and Management for Public and Non-Profit Organizations

PADM-GP 2170 and EXEC-GP 2170

Spring 2024

## Instructor Information

* Professor: Sugeni Pérez-Sadler
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* Office Hours: by appointment

# Course Information

Class Meeting Times: Saturdays 2/3, 2/17, 3/2, 3/16, 4/6, 4/20, and 5/4

2:30-6:00pm

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 education 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 skills that are needed to ensure meaningful, significant and lasting results.

## Course Learning Objectives

The course combines conceptual and experiential approaches to performance measurement and management. Working in 3-5 person teams, you will choose a program or organization in the government or nonprofit sector you are interested in learning more about. Your task will be to develop a performance management and measurement system for this program or organization. The semester’s final project, your team will present the totality of what your team has learned in a memorandum and deliver a presentation to 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, you 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.

There are several learning objectives that will cut across our classes:

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 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 for staff to make decisions and learn and improve programs?

## Course Readings

The required readings for this class will come from the following:

### Textbook

* + 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](https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=1776337) site **FOR FREE!).**

### Case Study Course Pack

* + We will be reading 6 case studies. The cases are included in the Harvard Coursepack that you are required to [purchase here](https://hbsp.harvard.edu/import/1145144).
  + **NYU Brightspace** — Articles, study questions, journal assignments, the mid-term examination, team project description and general announcements will be posted on NYU Brightspace

### Additional Relevant Supplemental Readings-Provided FOR FREE on Brightspace!

* + 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..
  + United Way, *Measuring Program Outcomes: A Practical Approach.*
  + Morino, Mario. (2011). Leap of Reason – Managing to Outcomes in an Era of Scarcity. Venture Philanthropy Partners Publications.

## Course Grading & Requirements

Grades will be based on the following criteria:

* + **Class Participation (20%)** — Performance Measurement and Management is an engaging field where daily experiences spark a desire for improvement or recognition of success. In our diverse classroom, we learn from one another, challenging assumptions and understanding colleagues' perspectives. To contribute effectively, read the textbook, cases, and articles diligently, and complete exercises, reflecting on real-life applications. Attendance is expected at all classes, with no more than one excused absence during the semester. Kindly email me in advance if you'll be absent.
  + **Journal Assignments (20%)** — You 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 (2-3 pages double spaced using 1-inch margins, 12-point font).
  + **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 group (of 3-4 students) for the semester. Each group will focus on a specific program, nonprofit or governmental organization and how it is attempting to use performance measurement and management practices to achieve its mission. You may select a program, non- profit or governmental 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 & Deadlines**

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| --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Assignments** |
| **1** | 2/3 | Introduction, and Performance Measurement, Logic Models, and Nonprofit Strategy | Teams Assigned and Project Distributed |
| **2** | 2/17 | Outcomes and Indicators and the PMM Development Process | Journal 1 Due |
| **3** | 3/2 | Developing Performance Dashboards, and Foundations of Performance Management | Journal 2 Due |
| **Saturday, March 9** | | | **Team Abstract Due** |
| **4** | 3/16 | Public Benchmarking | Journal 3 Due Midterm Distributed |
| **Saturday, March 30** | | | **Midterm Due** |
| **5** | 4/6 | PMM from an Education Perspective | Journal 4 Due |
| **6** | 4/20 | PMM From a Funding Perspective: Performance- Based Contracting, Social Impact Bonds, and Foundations | Journal 5 Due |
| **7** | 5/4 | Equity and Performance Management. Final Team Project Presentations | Team Presentation Slides Due |
| **Sunday, May 5** | | | **Team Paper Due** |

**Journal Assignments**

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| --- | --- | --- | --- |
| **#** | **Title** | **Question** | **Due** |
| **1** | Why Performance Management? | 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? | 2/17 |
| **2** | Developing a Logic Model | Create a basic logic model with inputs, activities,  outputs, short term outcomes and long-term outcomes for Jumpstart, the case study in the Course Pack. | 3/2 |
| **3** | Creating Organizational Unity on Performance Measures | 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? | 3/16 |
| **4** | BRC Quarterly Performance Review Meeting | 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? | 4/6 |
| **5** | Addressing equity concerns in the Inside-Out Prison Exchange Program | The Inside-Out Prison Exchange Program facilitated transformative educational experiences for incarcerated and non-incarcerated students. However, implementing such a program raised equity issues related to differing perspectives shaped by race, class, and incarceration status. Assess the potential unintended consequences of the program design and discuss the reasons and assumptions that made measurement difficult. Finally, propose two modifications you would make to better  capture and convey the program’s effects. | 4/20 |

**Detailed Course Schedule and Assignments**

Unless otherwise indicated, all assignments and readings are due before the listed course sessions.

### Class 1) February 2. Introduction. Performance Management, Logic Models, and Nonprofit Strategy.

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).
* **E-Book:** Morino, M (2011). Leap of Reason, Chapters 1, Chapter 2, and supplemental expert essay “First, Do No Harm...Then Do More Good” by I. Castillo, pp. 95-98.
* **NYU BrightSpace:** Behn, B. (2014). What Performance Management is and Is Not. Harvard Business Review.
* The following are optional, but recommended if you need to brush up on logic models.

o **[Optional] NYU Brightspace:** Milstein, B. & Chapel, T. (2013). Main Section. In

V. Renault & S. Fawcett, Developing a Logic Model or Theory of Change (The Community Tool Box).

**[Optional] NYU Brightspace:** W.K. Kellogg Foundation. (2004). Kellogg Foundation Logic Model Development Guide. Battle Creek, Michigan, Chapters 1 and 2, pp. 1-25.

### Class 2) February 17. 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.
* **Packet [Case**]: Leonard, H.B. & Epstein, M. (2005). Playgrounds and Performance: Results Management at Kaboom! Harvard Business School. (A) pp. 1-11, (B) pp. 1-8, and (C) pp. 1- 4.

#### NYU Brightspace

* + Behn, B. (2017) Why Performance Measures Get a Bad Rap. Harvard Business Review.
  + Forti, M & Yazbak, K. (2012). Building Capacity to Measure and Manage Performance. Bridgespan. pp 1-22.
  + Policano D.(2018). The Beginning of Good Data Is the Definition of Terms. Stanford Social Innovation Review.pp.1-3.
  + Spradlin, D. (2012). Are You Solving the Right Problem? Harvard Business

Review. Pp. 1-21.

* The following are optional:
  + **[Optional] Book** Poister, Chapters 2 and 4

#### [Optional] NYU Brightspace:

* + - Julnes, P. & Holzer, M. (2008). Performance Measurement: Building Theory, Improving Practice. Chapter 1. New York: M.E. Sharpe. pp. 1-20.
    - Sawhill, J., & Williamson, D. (2001). Measuring what matters in nonprofits. McKinsey Quarterly, (2), pp. 98-107.

### Class 3) March 2. Developing Performance Dashboards. Foundations of Performance Management.

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

* **Book:** Poister, Chapter 6

#### NYU Brightspace:

* + Alexander, M. & Walkenbach, J. (2013). Microsoft Excel — Dashboards and Reports. Chapter 1. Hoboken: John Wiley & Sons. pp. 11-28.
  + Blum, D. (2006). Checking the dashboard. Chronicle on Philanthropy. Pp.1-5.
  + Eckerson, W. (2011). Performance Dashboards: Measuring, Monitoring, and Managing Your Business — 2nd Edition. Chapter 12, pp. 223-249.
* **E-Book:** Morino, Leap of Reason, Chapters 3
* The following is optional:
  + **[Optional] E-Book:** Hunter, Chapters 1 and 2
  + **[Optional] E-Book:** Morino, M (2011). Leap of Reason, supplemental expert essay “What it Takes: Building a Performance Management System to Support Students and Teachers” by P. Brantley, pp.117-126
  + **[Optional]** Bridgespan (2013). Geek Cities: How Smarter Use of Data and Evidence Can Improve Lives, pp. 1-24

**TEAM ABSTRACT DUE Saturday March 9 by midnight.**

### Class 4) March 16. Public Benchmarking.

This class will enable students to understand benchmarking, its application and its ability to achieve social goals, particularly in a political context.

* **Book:** Poister, Chapter 14
* **Packet [Case]**: Shumate, M. & Howard, L. Varley, Pamela (2018). Making the Most of the

Chicago Benchmarking Collaborative. Harvard Kennedy School of Government. Pp.1-16.

#### NYU Brightspace:

* + Behn, R. The PerformanceStat Potential: A Leadership Strategy for Producing Results. Chapter 7, pp 95-122.
  + Hatry, Harry P., (2006). *Performance Measurement: Getting Results*, Second Edition. The Urban Institute Press, Chapter 9 pp. 139-151
  + Kelly, M. (2019). Meaningful benchmarking in a public sector context. Public Management Toolkits.

**MIDTERM DUE Saturday, March 30 by midnight.**

### Class 5) April 6. PMM from and Education Perspective

This class will examine the how performance measurement and management works within the education sector. We will examine the complexity of developing realistic and meaningful outcomes from the perspective of students and families, educators, policymakers, and researchers.

* **Book:** Poister, Chapter 7

#### NYU Brightspace:

* + Jacobsen, R. & Saultz, A. (2016) Will Performance Management Restore Citizens’ Faith in

Public Education?, Public Performance & Management Review, 39:2, pp.476-497

* + Kogan, V., Lavertu, S., & Peskowitz, Z.(2021). Who governs our public schools? Brooklngs. Pp.1-5.
  + Mizrahi, S. Performance Funding and Management in Higher Education: The Autonomy Paradox and Failures in Accountability
  + Snyder, J.W., Saultz, A., & Jacobsen, R. (2017). Antipolitics and the Hindrance of Performance Management in Education. Journal of Public Administration Research And Theory, 2019, e1–e7.
  + Toure, M. (2024O. Adams faces tough battle to maintain control of New York City school system. Politico.
* The following is optional:
  + **[Optional] NYU Brightspace:** Childress, S., Elmore, R., & Grossman, A. (2006). How to Manage Urban School Districts. Big Picture. Pp. 1-15.
  + **[Optional] NYU Brightspace:** Whitehurst, G.J., Chingos, M.,& Gallaher, M.R. 2013). Do School Districts Matter? Brown Center on Education Policy at Brookings. Pp. 1-21.

### Class 6) April 20. 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.

* **Book:** Poister, Chapter 9,11
* **Packet [Case]:** Melvin, S. & Arrillaga-Andreessen, L. The Ford Foundation: Reimagining Philanthropy to Build a More Just and Fair World . Stanford Graduate School of Business. Stanford Business School. Pp. 1-22.

#### NYU Brightspace:

* + Berlin, G. (2016) Learning from Experience: A Guide to Social Impact Bond Investing
  + Brest, P. (2012, Spring). A Decade of Outcome-Oriented Philanthropy, Stanford Social Innovation Review, 42-47.
  + Lee, Jared. “The Promise of Outcomes Funds” Stanford Social Innovation Review. Winter 2022.
  + Video. SIB video: introduction and lecture by Megan Golden.
* The following is optional:
  + **[Optional] NYU Brightspace:** Gillespie S, Hanson D, Cunningham M, & Pergamit M. (2018). Denver Supportive Housing Social Impact Bond Initiative: Housing Stability Outcomes. Urban Institute.

**Class 7) May 2. Equity and Performance Management. Final Presentations.**

This class will explore different ways in which performance management systems can amplify or reduce inequities, including the public sector, 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. There will be a closing summary lecture and then student groups will make their final presentations.

* **Book:** Poister, Chapter 8 and 13.
* **NYU Brightspace:**
  + Edmonds, L., et a1. “Centering Racial Equity in Measurement and

Evaluation”. Urban Institute. July 2021.

* + Kania, J., et a1. “Centering Equity in Collective Impact” Stanford Social Innovation Review. Winter 2022.

**TEAM PAPER DUE Sunday, May 5 by midnight.**

## Late Submission Policy for Assignments

Extensions will be granted in case of emergencies. Late submissions without prior notice will be penalized 20% per week and will not be accepted more than three weeks after the due date.

## 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.](https://wagner.nyu.edu/portal/students/policies/code) All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/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](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu)](mailto: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](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) 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.