

**NYU****ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

PADM GP 2170 Fall 2024 Performance Management & Measurement (PMM)

Instructor and Grader Information

Section	Name	Email Address	Office Address	Office Hours
001	Amina Tirana	amina.tirana@nyu.edu	105 E 17 th Street, 3 rd floor	By appointment

Course Information

Section	Instructor Name	Class Day	Class Time	Class Format	Class Location
001	A. Tirana	Wednesday	4.55-6.35pm	In Person	70 Washington Sq S (Bobst), Room LL143

Course Prerequisites

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

Course Description

Public and non-profit sectors have increased attention to performance management with clear goals, metrics and data, and leaders have expressed a need for employees with relevant expertise. This course focuses on fundamentals for practice of this profession in public and non-profit organizations as well as in multi-stakeholder settings and the private sector. It demonstrates how performance measurement systems are critical for mission, strategic planning, funding, transparency and accountability purposes. It covers the role of performance systems, and how to select and use appropriate measures to drive excellence and achieve meaningful results. The course also emphasizes communicating effectively around measurement, and gives students opportunity to practice and hone their skills.

Course and Learning Objectives

The course combines conceptual and experiential approaches to performance management and measurement in order to prepare students to use what they learn in professional settings.

Students will be required to complete assignments individually and as part of a small team. Individual work will concentrate on applying readings and in class learning to case study scenarios, and sharing analysis in written, visual and verbal forms. In teamwork, students will choose a public or not-for-profit organization or program and develop a performance management and measurement system for it. Team assignments throughout the semester will address specific components and the final assignment will require each team to reflect the totality of what it developed in a consolidated, practical manner. Teams will be asked to share their projects in various ways with the class during the semester.

Case studies, exercises, readings, and in-class discussions will introduce key concepts and ways to think about performance management and measurement from different perspectives. Students will have ample opportunity to apply theories, concepts and their own experiences, and to practice analytical and communication skills.

Several learning objectives run through the course:

1. Understand the social, political, economic, and technical environments within which performance is or should be measured
2. Approach performance measurement based on different stakeholder needs and expectations
3. Use of performance management tools in a specific government or nonprofit context
4. Understand the factors for success and challenges to deployment of performance management and measurement systems
5. Describe and use performance measurement for improving outcomes and accountability
6. Critically analyze a performance measurement system
7. Develop a performance management for a government or non-profit organization
8. Communicate effectively about performance management and measurement

The course will help students to develop skill sets that include:

1. Setting goals
2. Creating a logic model
3. Identifying outcomes and indicators for key metrics
4. Identifying performance deficits
5. Contributing to strategies for improving organizational and team performance
6. Benchmarking goals and targets
7. Communicating outcomes and impact

Learning Assessment Table

Graded Assignments	Course Objective(s) Covered	Level of Competency	
Individual Case Study Memos and Assignments	<p>Understand the social, political, economic, and technical environments within which performance must be measured.</p> <p>Critically analyze a performance measurement system.</p> <p>Understand the key success factors for and challenges to successful use of performance management</p>	3-Advanced	Demonstrate depth of understanding of this knowledge/ skill/ competency and use of this ability to analyze and communicate issues, problems and recommendations
Class Participation and Discussion	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	Demonstrates expertise in this knowledge/ skill/ competency and can use this ability to evaluate, judge, and synthesize information

Required Readings

- **Case studies** available for purchase in a [coursepack](#) (Harvard Business Publishing Education, under course title and number)
- **Articles** as specified on Brightspace in weekly assignments and readings
- Ebrahim, Alnoor, *Measuring Social Change: Performance and Accountability in a Complex World*, 2019, Stanford University Press. ISBN 9781503601406
- 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). Select chapters will be provided on Brightspace.
- Hatry, Harry P., *Performance Measurement: Getting Results*, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346.

Supplemental Practical Resources

Students may wish to reference several publications that offer step-by-step guidance and tools for building and using measurement plans.

- United Way, [Measuring Program Outcomes: A Practical Approach](#)
- 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.
- Penna, R., Berger, K., *The Nonprofit Outcomes Toolbox: A Complete Guide to Program Effectiveness, Performance Measurement, and Results*, Chapters [1](#), [2](#), [3](#), [4](#). 1st Edition, John Wiley & Sons, 2011, Online ISBN: 9781118386835, Print ISBN: 9781118004500.
- Urban Institute (2004), [Analyzing Outcome Information: Getting the Most from Data](#)

Semester Overview

The syllabus is subject to change at the discretion of the professor depending on the composition of the class and student background.

Class #	Topic	Date
1	Introduction, Course Requirements	Sept. 4
2	Performance Measurement and Management, Different Perspectives	Sept. 11
3	The Performance Framework	Sept. 18
4	Clarifying Mission, Goals, Objectives, and Customers	Sept. 25
5	Mission, Delivery and Outcomes	Oct. 2
6	Outcomes	Oct. 9
7	Logic Models and Theory of Change	Oct. 16
8	Benchmarking	Oct. 23
9	Indicators	Oct.30
10	Data	Nov. 6
11	Analysis of Performance Information	Nov. 13
12	Learning and Analysis of Performance Information	Nov. 20
13	Communicating Outcomes	Nov. 27
14	Wrapping It Up	Dec. 4
15	Final course work due	Dec. 16

Class Structure

Class time will be used flexibly and dynamically and will include:

- Check-ins: what's going on in students' performance management and measurement world
- Lectures and interactive discussions on learning topics, analysis of case studies, review of readings and assignments, and outstanding questions
- Break-outs for small group discussions of case studies, assignment planning, dialogue
- Student presentations and other exercises to identify different perspectives and practice different ways of communicating about performance
- Wrap-ups and next class priorities

Assignments and Evaluation

We will be studying several cases and examples, as listed in required readings on Brightspace and in the [coursepack](#). Reflecting on and analyzing these materials is an important part of the course work and learning. From time to time, students will be asked to present individual and team work in class. The purpose is to strengthen students' ability to share issues and recommendations, to learn from each other and to hone their ability to offer constructive feedback.

Individual Assignments and Participation, 60%

1. Case Study and Other Assignments (35%)

Students are required to submit six individual graded assignments throughout the semester. Students may choose any four of five individual assignments on case studies. All students are required to complete two additional individual assignments. Assignments take a practical, experiential approach. Generally, they focus on one or two components of a performance management and measurement system. They ask students to assess an organization or program, identify the relevant issues, apply readings, recommend actions and pose questions. Students will have the opportunity to use different media and styles of communications, including graphic representation and to make short verbal interventions. Instructions and prompts for each assignment will be posted on Brightspace and discussed in class.

2. Weekly Class Session Participation (25%)

Performance management and measurement is a dynamic, nuanced and evolving area. Students may encounter something daily that they will want to change for the better, acknowledge when it is done well, and critique when it is not. Each student brings relevant and different experiences. So, we will be learning from each other, challenging our own assumptions and trying to understand different perspectives that drive how performance is assessed.

Students will be invited and called on to share observations on the readings, cases and other topics. They will be required to submit very short, ungraded reflections from time to time. These reflections count toward class participation, but will not be individually graded. Prompts for reflections will be posted in assignments on Brightspace.

Team Assignments, 40%

Students will form small teams for the semester based on common interest in a sector or organization. Each team will select an organization or program for work across several assignments during the semester.

1. Organizational Background Memorandum (required, but not graded)

The first team assignment is a concise memo about the selected organization or program, the area in which it works and the issues it faces that merit performance management and measurement. The details in this memo will help the team and professor confirm that the organization or program is appropriate for the semester's assignments and course learning objectives, and to identify any adjustments before significant work begins.

2. Mission and Logic Model

The team will prepare a memo or powerpoint about what the organization or program seeks to achieve, how it delivers and who or what benefits. This includes review of the mission statement, customers and the theory of change, and construction of a logic model detailing activities, outputs and outcomes.

3. Indicators, Data and Benchmarking

Since "you get what you measure," one of the most important decisions leaders and managers is their choice of indicators and performance targets. Leaders and managers also want to know how a particular program compares to others in its field.

In this assignment, each team will develop indicators for the activities, outputs and outcomes identified in the logic model. In doing so, it will consider what data is available, feasible and affordable, and indicate how the data will be collected. Teams will benchmark what they have developed to other relevant organizations or programs, and will set targets for their outputs and outcomes.

4. Project Pitch

Teams will pitch their project in an all class Zoom meeting. This concise, multi-media assignment should preview the final recommendations in a concise, executive presentation with a compelling argument for not what needs to be done and why it will be beneficial to the institution. The assignment gives teams practical experience for delivering in professional settings, as well as an opportunity to refine final deliverables.

5. Final Performance Management and Measurement System Plan

This action-oriented memo or powerpoint comprises the complete performance management and measurement plan for implementation. It should reflect all of the work that each team did during the semester, and the team's strongest arguments to support why and how a performance management and measurement system is important for the organization or program. It should identify any challenges for implementation and steps to mitigate risk. It should also refer to and describe one reading and one case study or example from the course that was most impactful and influenced how the 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 and agreement will be penalized 20% per four days and will not be accepted more than two weeks after the due date.

Letter Grades

Letter grades for the entire course will be assigned based on the following criteria.

Letter Grade	Course Points	GPA Points	Criteria
A	> 93.0	4.0	Excellent: Exceptional work, unusually thorough, well-reasoned, creative, methodologically sophisticated, well-written and of professional quality.
A-	> 90.0	3.7	Very Good: Very 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, thorough and methodologically sound. It demonstrates the 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 not thorough or showing 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 requirements. Performance is consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

Detailed Course Overview

Please read the assigned texts and cases before each class session and come prepared to discuss them. All assignments are due by 12.00pm on the date of respective class unless otherwise noted. Further details are on Brightspace. Updates will be posted throughout the semester and discussed in class.

Week class date	Topic	Individual Assignments	Team Assignments	Textbook and Other Readings
1 Sept. 4	Introduction and Course Overview	1. Email professor with introductory information		1. Measuring Social Change: Introduction and Chapter 1: Conceptualizing Social Performance in a Complex World 2. Measurement Madness , Chapters 1 and 2
2 Sept. 11	Perspectives on Performance and Measurement	1. Memo on Gail Palmer Ashton case study in the coursepack		1. Article: Behn, <i>11 Ways to Ratchet Up Performance</i> 2. Article: <i>What Performance Management Is and Is Not</i> 3. Performance Measurement , Chapter 1 and Chapter 2
3 Sept. 18	Measurement Frameworks	1. Chart on TEGV: Assesses Its Performance case study in the coursepack (ungraded)	1. Email with team member preferences and sector of interest	1. Working Hard , Chapter 1: <i>Too Important to Fail</i> and Chapter 3: <i>Pillars of Performance</i> 2. Article: Behn, <i>Why Performance Measures Get a Bad Rap</i> 3. UN SDGs

Week class date	Topic	Individual Assignments	Team Assignments	Textbook and Other Readings
4 Sept. 25	Linking Mission to Measurement	1. Slide on institutional mission statement , goals and key metrics	1. Memo identifying chosen organization or program for team work (ungraded)	1. Measuring Social Change : Chapter 2: Niche Strategy 2. Performance Measurement : Chapter 4 3. Article: <i>Lofty Mission, Down-to-Earth Plans</i>
5 Oct. 2	Mission, Delivery and Outcomes	1. Memo on Mayor Anthony Williams case study in the coursepack		1. Performance Measurement , Chapter 5: <i>What Outcomes Should be Tracked</i> 2. Article, <i>The Beginning of Good Data is the Definition of Terms</i> 3. Measurement Madness , Chapter 3: <i>Measurement for Measurement's Sake</i>
6 Oct. 9	Outcomes			1. Measuring Social Change : Chapter 3: <i>Integrated Strategy</i> 2. Measurement Madness , Chapter 4- <i>All I Need is the Right Measure!</i>
7 Oct. 16	Logic Models and Theory of Change	1. Logic models on King County Creating a Culture of Outcomes case study in the coursepack		1. Measuring Social Change : Chap. 4: <i>Emergent Strategies</i> 2. W.K. Kellogg Foundation Logic Model Development Guide Chapter 1 : <i>Introduction to Logic Models</i> 3. Article, Behn, <i>Feedback-Logic Models</i>

Week class date	Topic	Individual Assignments	Team Assignments	Textbook and Other Readings
8 Oct. 23	Benchmarking and Indicators		1. Team assignment on <i>mission, logic models and outcomes</i>	1. Measuring Social Change Chapter 5: Ecosystem Strategy 2. Performance Measurement, Chapter 6: What Outcome Indicators Should be Tracked
9 Oct. 30	Data	1. Memo on <i>The Inside Out Prison Exchange Program</i> case study in the coursepack		1. Performance Measurement, Chapter 7
10 Nov. 6	Organizing Performance Information		1. Team project sharing and feedback in class (ungraded)	1. Measuring Social Change Chapter 6: Designing Social Performance Systems 2. Performance Measurement, Chapter 8
11 Nov. 13	Analysis of Performance Information		1. Team memo on <i>indicators, data and benchmarks</i>	1. Performance Measurement, Chapter 9 2. Measurement Madness, Chapter 5, Comparing Performance 3. Unintended consequences: Freakonomics Radio Episode 584 How to Pave the Road to Hell
12 Nov. 20	Learning and Managing from Performance Measurement	1. Voice memo on Why Do Doctors Still Use Pagers? And Harvard Business Review case study Killing the Pager		1. Performance Measurement, Chapter 10 2. Urban Institute, Strategies for Cultivating an Organizational Learning Culture

Week class date	Topic	Individual Assignments	Team Assignments	Textbook and Other Readings
13 Nov. 27	Communicating Outcomes		1. Team project pitch (multi-media video session)	1. Measuring Social Change Chapter 7: The Role of Funders 2. CEP, Emerging Impacts 3. Measurement Madness , Chapter 7- Gaming and Cheating
14 Dec. 4	Wrapping It Up	1. "Excuse me, do you have a moment?" Elevator Pitch on measurement matters		1. Performance Measurement , Chapter 16 2. Measurement Madness Chapter 10- Will Measurement Madness Ever be Cured?
15 Dec. 16			Final Team Memorandum: recommended performance management and measurement plan	

Brightspace

All announcements, resources, and assignments will be delivered through the Brightspace site. The Professor may modify assignments, due dates, and other aspects of the course as the term progresses. Students will be advised of these in class and through the course website.

Technology Support--For All Students

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](#).

Classroom Norms and Etiquette

This is an in-person section. Students are expected to participate in each class in person, to be on time and to stay through the whole class. Life happens. So, please communicate with the professor in advance if an absence is unavoidable.

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. This includes paraphrasing and use of content without proper citation. When in doubt, reference sources, ideas and data. Students in this class are expected to report known violations of plagiarism to the professor. If any student in this class is unsure about what is expected and how to abide by the academic code, please consult the professor.

Use of Artificial Intelligence Tools

Generative AI tools are permitted for specific uses within this course. They may be employed for tasks such as background research on organizations and best practices, ideation of metrics, forecasting of targets, and proofreading. The use of AI for generating drafts of text and written, visual or oral presentations is strictly forbidden.

Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Student Accessibility 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.