

ROBERT F. WAGNER GRADUATE SCHOOL  
OF PUBLIC SERVICE  
NEW YORK UNIVERSITY

PERFORMANCE MEASUREMENT AND MANAGEMENT  
FOR  
PUBLIC, NON-PROFIT AND HEALTHCARE ORGANIZATIONS  
(PADM-GP 2170)  
Spring 2014

Professor Gordon J. Campbell  
Email: [gordon.campbell@nyu.edu](mailto:gordon.campbell@nyu.edu)  
Office Location: Puck 3063

(001) Wednesday, 1:00-2:40PM, GCASL 275  
(002) Wednesday, 6:45-8:25PM, GCASL 383  
Office Hours: Tuesday, 3:30-4:30PM (or appt.)

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### **Course Description**

This course focuses on how performance measurements are becoming increasingly important in public, non-profit and healthcare settings. It will ground students in the fundamentals of performance measurement systems and demonstrate how they are critical from a mission, strategic, funding, transparency and accountability perspective. It will cover not only how to select appropriate measures, but also how to implement a performance measurement system and use performance measures in managing 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.

### **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 complementary journal 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:

- Book – Hatry, Harry P. (2006). *Performance Measurement – Getting Results* (2nd Ed.). The Urban Institute Press. Available through the NYU Bookstore.
- Course Packet – The course packet contains the case studies listed in the syllabus. Available through the NYU Bookstore.
- NYU Classes – In addition, articles, study questions, journal assignments, the mid-term examination, team project description and general announcements will be posted on NYU Classes.
- Optional Book – 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.

## Course 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 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 (15%) – Students will complete the 10 online learning assignments, which will be due before class as noted in the syllabus. Each assignment (maximum of 300 words) requires the student to watch a video or webinar and respond to related questions.
- Mid-term Examination (25%) – The mid-term examination will be distributed in class and on NYU Classes.
- Team Project (40%) – The Team Project will consist of three elements:
  - a 2 to 3 page abstract outlining your project (10%),
  - a presentation to the class on your project **and**
  - a 10 to 15 page paper excluding references and appendices (30%).

## Course Schedule

<b>Date</b>	<b>Item</b>
January 29	Class 1
February 5	Class 2 Teams Assigned Team Project Distributed
February 12	Class 3 – Journal Assignment 1 Due
February 19	Class 4 – Journal Assignment 2 Due
February 26	Class 5 – Journal Assignment 3 Due
<b>Monday, March 3 by noon</b>	<b>Team Abstract Due</b>
March 5	Class 6 – Journal Assignment 4 Due Midterm Distributed
March 12	Class 7 – Journal Assignment 5 Due
<b>Spring Break March 17 – 23</b>	
<b>Wednesday, March 19 by noon</b>	<b>Midterm Due</b>
March 26	Class 8 – Journal Assignment 6
April 2	Class 9 – Journal Assignment 7 Due
April 9	Class 10
April 16	Class 11 – Journal Assignment 8 Due
April 23	Class 12 – Journal Assignments 9 and 10 Due
April 30	Class 13 – Team Presentations
May 7	Class 14 – Team Presentations
<b>Monday, May 12 by noon</b>	<b>Team Paper Due</b>

**Journal Assignments**

#	Title	Question
1	<b>Creating Organizational Unity around Performance Measures</b>	While <i>Year Up</i> has a common outcome that the organization strives to achieve, each unit works towards and is measured by specific outputs. How do you gain agreement across the organization and attain unity around the ultimate outcome?
2	<b>BRC Quarterly Performance Review Meeting</b>	What are some of your reflections on the BRC Quarterly Performance Review Meeting from a performance management perspective?
3	<b>Implementing Real-Time Data Collection</b>	Getting New Yorkers to care for trees is the next step. How can <i>Million Trees NYC</i> use performance data to gain ongoing public support?
4	<b>NYC HOPE Count: Using Data to Inspire Change</b>	How can and should the NYC Department of Homeless Services use the annual HOPE count data? And how can and should the nonprofit providers contracted by DHS use it?
5	<b>How to Effectively Communicate Data</b>	Reformat any <u>one</u> 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?
6	<b>Presenting IFRC Best Practices: Humanitarian Logistic Association</b>	
7	<b>Collective Impact</b>	How does an individual organization measure its success within a broader collective impact effort?
8	<b>From Compliance to Measuring Quality</b>	Children's Aid Society is in the formative stages of developing its Performance Measurement and Management system. What specific steps going forward should Children's Aid Society take to ensure that it achieves its mission of "College Graduation: The Pathway out of Poverty"?
9	<b>Jeff Tryens and the Oregon Progress Board</b>	Speaking of his position as Executive Director of the Oregon Progress Board, Jeff Tryens says, "I could only succeed because if this effort failed, it wasn't my fault; it was the fault of the people who got us into this fix. But if I succeeded...I'm the hero!" Do you agree?
10	<b>Social Impact Bonds</b>	Are Social Impact Bonds (SIBs) the "flavor of the month" (i.e., just another fad) OR a sustainable, scalable approach? In other words, are SIBs here to stay? Why or why not?

## Detailed Course Schedule and Assignments

### 1. Introduction (January 29<sup>th</sup>)

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. In addition, there will be a lecture/discussion about how to read, analyze and discuss cases.

- Book: Hatry Chapter 1

### 2. Performance Measurement, Logic Models, and Nonprofit Strategy (February 5<sup>th</sup>)

This 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: Hatry Chapter 2 and 5
- Case: Grossman, A. & McCaffrey, A. (2010). Jumpstart. Harvard Business School #301037. pp. 1-22.
- NYU Classes: Milstein, B. & Chapel, T. (2013). Main Section. In V. Renault & S. Fawcett, Developing a Logic Model or Theory of Change (The Community Tool Box). Available at [http://ctb.ku.edu/en/tablecontents/sub\\_section\\_main\\_1877.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_main_1877.aspx) .
- NYU Classes: Milstein, B. & Chapel, T. (2013). Examples. In V. Renault & S. Fawcett, Developing a Logic Model or Theory of Change (The Community Tool Box). Available at [http://ctb.ku.edu/en/tablecontents/sub\\_section\\_examples\\_1877.aspx](http://ctb.ku.edu/en/tablecontents/sub_section_examples_1877.aspx) .
- [Optional] NYU Classes: W.K. Kellogg Foundation. (2004). Kellogg Foundation Logic Model Development Guide. Battle Creek, Michigan, pp. 1-63.
- **Teams will be assigned this class.**

### 3. The Development Process (February 12<sup>th</sup>)

This class will cover audiences for and uses of performance measures, the process of developing performance measures and key types of performance measures.

- Book: Hatry Chapter 3
- Case: Haskins, M.E. (2007). The Gail Palmer Ashton Graduate School of Business: The Balanced Scorecard Initiative. University of Virginia Darden School of Business. pp.1-5.
- NYU Classes: Julnes, P. & Holzer, M. (2008). Performance Measurement: Building Theory, Improving Practice. Chapter 1. New York: M.E. Sharpe. pp. 1-20.
- **Journal Assignment 1 due – Creating Organizational Unity around Performance Measures**

4. Performance-Based Contracting (February 19<sup>th</sup>)

This class will highlight the challenges associated with developing and implementing an equitable and results-oriented performance-based contracting methodology.

- Book: Hatry Chapter 12
- Case: Rosengrant, S. (1998). Oklahoma's Milestone Reimbursement System: Paying for What you Get. Harvard Kennedy School of Government. pp 1-18.
- NYU Classes: Campbell, G. J., & McCarthy, E. (2005). Conveying mission through outcome measurement: Services to the homeless in New York City. *Policy Studies Journal*, 28(2), 338-352.
- NYU Classes: Here's how to do it; Government services. (2012, July 28). *The Economist [US]*, 404(8795), 24.
- [Optional] NYU Classes: O'Brien, D., & Revell, G. (2005). The milestone payment system: results based funding in vocational rehabilitation—2005. *Journal of Vocational Rehabilitation*, 23(2), 101-114.
- **Journal Assignment 2 due – BRC Quarterly Performance Review Meeting.**

5. Outcomes and Indicators (February 26<sup>th</sup>)

This class will cover selecting outcomes and indicators that flow from and support the organization's mission, strategy, and operating plan.

- Book: Hatry Chapters 4 and 6
- Case: Leonard, H.B. & Epstein, M. (2005). Playgrounds and Performance: Results Management at Kaboom! (A). Harvard Business School. pp. 1-11.
- Case: Leonard, H.B. & Epstein, M. (2005). Playgrounds and Performance: Results Management at Kaboom! (B). Harvard Business School. pp. 1-8.
- Case: Leonard, H.B. & Epstein, M. (2005). Playgrounds and Performance: Results Management at Kaboom! THAT'S. Harvard Business School. pp. 1-4.
- NYU Classes: Walton, A.G. (2012). New Playgrounds are Safe – and That's Why Nobody Uses Them. *The Atlantic*.
- NYU Classes: Blum, D. (2006). Checking the Dashboard. *Chronicle on Philanthropy*.
- [Optional] NYU Classes: Sawhill, J., & Williamson, D. (2001). Measuring what matters in nonprofits. *McKinsey Quarterly*, (2), 98-107.
- **Journal Assignment 3 due – Implementing Real-Time Data Collection.**

**\*\*\*TEAM ABSTRACT DUE Monday, March 3rd by noon\*\*\***

6. Outcomes from a Healthcare Perspective (March 5<sup>th</sup>)

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.

- Book: Hatry Chapters 10
- Case: Porter, M.E., Rahim S. & Tsai, B. (2007). In-Vitro Fertilization: Outcomes Measurement. Harvard Business School. pp. 1-32.
- NYU Classes: Pear, R. (1999, October 30). Rules on Privacy of Patient Data Stir Hot Debate. *New York Times*.
- NYU Classes: Meier, B. (2005, June 23). A Choice for the Heart; It's Easier to Get Data on a Car Than on a Medical Device. *New York Times*.
- NYU Classes: RESOLVE. (2013). The Family Act. Available at: <http://www.resolve.org/get-involved/family-act-of-2011.html>.
- [Optional] NYU Classes: Shin, P., Markus, A., Rosenbaum, S., & Sharac, J. (2008). Adoption of health center performance measures and national benchmarks. *The Journal of Ambulatory Care Management*, 31(1), 69-75.
- [Optional] NYU Classes: Damberg, C.L., Sorbero, M.E., Lovejoy, S.L., Lauderdale, K., Wertheimer, S. ... Schnyer, C. (2011). An Evaluation of the Use of Performance Measures in Health Care. Santa Monica: RAND. pp. 1-30.
- **Journal Assignment 4 due – NYC HOPE Count: Using Data to Inspire Change.**
- **Midterm distributed.**

7. Measuring Performance for Operational Efficiency (March 12<sup>th</sup>)

This class will focus on the development of a technology platform that supports performance measurement and management, and operations across an international federation of organizations.

- Book: Hatry Chapter 11
- Case: Kopczak, L.R. & Johnson, M.E. (2004). Can Heroes be Efficient? Information Technology at the International Federation of the Red Cross. Tuck School of Business at Dartmouth: Center for Digital Strategies Case #6-0021. pp. 1-19.
- NYU Classes: Performance Measurement and Management in Humanitarian Relief.
- [Optional] NYU Classes: Schulz, S. F., and Heigh, I. (2009). Logistics performance management in action within a humanitarian organization. *Management Research News*, 32(11), 1038-1049.
- **Journal Assignment 5 due – How to Effectively Communicate Data.**

**\*\*\*MIDTERM DUE Wednesday, March 19<sup>th</sup> by noon\*\*\***

8. Performance Measurement from a Funder's Perspective (March 26<sup>th</sup>)

This class will focus on how funders decide which programs and initiatives to support with a particular emphasis on measuring impact.

- Case: Ebrahim, A. and Ross, C. (2010). The Robin Hood Foundation. Harvard Business School. pp. 1-24.
- NYU Classes: Robin Hood: Driving Mission through Relentless Monetization.
- NYU Classes: Kania, J., & Kramer, M. (2011). Collective impact. Stanford Social Innovation Review. Winter, 36-41.
- NYU Classes: Rodin, J. & MacPherson, N. (2012). Shared Outcomes. Stanford Social Innovation Review. Summer, 12-19.
- NYU Classes: Brest, P. (2012) A Decade of Outcome-Oriented Philanthropy. Stanford Social Innovation Review. Spring, 42-47.
- [Optional] NYU Classes: Bannick, M. & Hallstein, E. (2012). Learning from Silicon Valley. Stanford Social Innovation Review. Summer, 8-11.
- [Optional] NYU Classes: Bernholz, L., Seale, S.L., & Wang, T. (2009). Building to Last: Fuild building as philanthropic strategy. Blueprint Research + Design, Inc. pp. 1-21.
- [Optional] NYU Classes: Weinstein, M. (with Cynthia Esposito Lamy). (2009). Measuring Success: How Robin Hood Estimates the Impact of Grants. New York, NY: Robin Hood Foundation. pp. 1-130.
- **Journal Assignments 6 – Presenting IFRC Best Practices: Humanitarian Logistic Association.**

9. Using Technology: From Logic Models to Dashboards (April 2<sup>nd</sup>)

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

- E-Book: Eckerson, W. (2011). Performance Dashboards: Measuring, Monitoring, and Managing Your Business – 2<sup>nd</sup> Edition. Chapters 1, 12, and 15. Hoboken: John Wiley & Sons. pp. 3-22, 223-249, 293-308.  
*Can be accessed using your NYU Login at <https://getit.library.nyu.edu/go/8060178> and following the Online Access links.*
- E-Book: Alexander, M. and Walkenbach, J. (2013). Microsoft Excel – Dashboards and Reports. Chapter 1. Hoboken: John Wiley & Sons. pp. 11-28.  
*Can be accessed using your NYU Login at <https://getit.library.nyu.edu/go/9348015> and following the Online Access links.*
- NYU Classes: iDashboards. (2013). *Planning Your Dashboard Project*. Troy, Michigan.
- NYU Classes:: City of Augusta, GA Dashboard iDashboard Example
- NYU Classes: University of Hawaii Community College System iDashboards Example
- **Journal Assignment 7 due – Collective Impact.**



10. Agency-Wide Indicator, Reporting and Accountability Systems (April 9<sup>th</sup>)  
This class will explore how an agency-wide focus on selected outcomes has the potential of dramatic results, while at the same time raising serious questions and concerns.

- Book: Hatry Chapters 8 and 14
- Case: Burton, J. (1999). Assertive Policing, Plummeting Crime: The NYPD takes on Crime in New York City. Harvard Kennedy School of Government. pp. 1-30.
- Case: Burton, J. (1999). Assertive Policing, Plummeting Crime: Epilogue: Crime Falls, Doubts Arise. Harvard Kennedy School of Government. pp. 1-13.
- NYU Classes: Glass, I. (2010). Right to Remain Silent. This American Life. 414. Length: 41 minutes.
- NYU Classes: Smith, D.C., Purtell, R. & Guerrero, S. (2012). Is Stop, Question and Frisk an Effective Tool in the Fight Against Crime? Draft paper presented at the Annual Research Conference of the Association of Public Policy & Management. Baltimore.
- [Optional] NYU Classes: Smith, D.C. & Bratton, W. J. (2001) Performance Management in New York City: Compstat and the Revolution in Police Management. In Forsythe, D.W. (Ed.), *Quicker, Better, Cheaper? Managing Performance in American Government*. Albany, NY: Nelson A. Rockefeller Institute. pp. 453-482.

11. Benchmarking to Achieve Social Goals (April 16<sup>th</sup>)

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

- Book: Hatry Chapter 9
- Case: Varley, Pamela (1999). The Oregon Benchmarks Program. The Challenge of Restoring Political Support. Harvard Kennedy School of Government. pp. 1-30.
- Case: Varley, Pamela (1999). The Oregon Benchmarks Program. The Challenge of Restoring Political Support: Sequel. Harvard Kennedy School of Government.
- Course Packet: Ammons, David N. (2012). Municipal Benchmarks – 3<sup>rd</sup> Edition. Chapters 1, 2, 12, and 29. London: M.E. Sharpe. pp. 3-18; 151-165; 408-416.
- [Optional] NYU Classes: Smith, D.C. (2012). The Measured City: Reforming the New York Mayor's Management Report After Three Decades in Operation. Draft paper presented at the Annual Research Conference of the Association of Public Policy & Management. Baltimore. pp. 1-41.
- **Journal Assignment 8 due – From Compliance to Measuring Quality.**

12. Leadership in Performance Management and Social Impact Bonds (April 23<sup>rd</sup>)

This class will focus on effective performance management and leadership strategies. It will also examine social impact bonds.

- NYU Classes: [Case] Gawande, A. (2004, December 6). The Bell Curve. *The New Yorker*, 6.
- NYU Classes: Jain, M. (2007, September 4). Putting Pay on the Line to Improve Health Care. *New York Times*.
- NYU Classes: Roski, J. & Pawelson, G. (2007). Putting Reliable Health Care Performance Measurement Systems into Practice. Washington, D.C.: The National Committee for Quality Assurance.
- NYU Classes: Social Finance, Ltd. (2009). Social Impact Bonds: Social Finance, Rethinking Finance for Social Outcomes. London. pp. 1-8.
- NYU Classes: Preston, C. (2012, November 8). Getting Back More Than a Warm Feeling. *New York Times*.
- [Optional] NYU Classes: IRIS (Impact Reporting and Investment Standards) Website <http://iris.thegiin.org/>
- [Optional] NYU Classes: Fox, C., & Albertson, K. (2011). Payment by results and social impact bonds in the criminal justice sector: New challenges for the concept of evidence-based policy. *Criminology and Criminal Justice*, 11(5), 395-413.
- **Journal Assignments 9 & 10 due – Jeff Tryens and the Oregon Progress Board AND Social Impact Bonds.**

13. Team Project Presentations (April 30<sup>th</sup>)

Each team will present its project which will be followed by a class discussion and critique.

14. Team Project Presentations (May 7<sup>th</sup>)

Each team will present its project which will be followed by a class discussion and critique.

**\*\*\*TEAM PAPER DUE Monday, May 12<sup>th</sup> by noon\*\*\***