Performance Measurement and Management for Public, Non-Profit and Healthcare Organizations

NYU Wagner PADM-GP 2170
Fall 2017

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Office hours: Tuesday/Wednesday, 2:00pm–5:00pm or by appointment

Section 002
Time: Every Wednesday, 6:45 pm to 8:25 pm; September 6th through December 13th
Location: NYU Global Center for Academic and Spiritual Life (G-CASL), 238 Thompson Street, Room 269.

COURSE DESCRIPTION
This course focuses on the fundamentals of performance measurement and management systems and demonstrates how they are critical from a mission, strategic, funding, transparency and accountability perspective in public, non-profit and healthcare settings. It will cover not only how to 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 MATERIAL

GENERAL INFORMATION
- NYU Classes [http://newclasses.nyu.edu/]: Is where you will find the course syllabus, assignments, exercises, surveys, and slides.
- If you have not activated your NYU Net ID or have forgotten your password, you can activate or change your password at [http://start.nyu.edu].
  - Performance Measurement Plus: This document provides additional courses and optional readings so that you can explore the topics we cover in more depth.
- Some class announcements will also be distributed via e-mail. Thus, it is important that you actively use your NYU e-mail account, or have appropriate forwarding set up on NYU Home at: [https://home.nyu.edu/].

BOOKS

E-BOOKS—both available for free download at http://leapofreason.org/

COURSEPACK
• We will read several cases during the semester to illustrate some of the concepts that we will be trying to master during the semester. You will be required to review the case studies and think about 2-3 questions that will be posted on NYU Classes. You do not have to submit anything in writing about the case studies but you must come prepared to discuss the case during our class session. The cases are included in a courspack that is accessible at the following link: http://cb.hbsp.harvard.edu/cbmp/access/68924540.

SUBSCRIPTIONS
• Subscribe for free to Bob Behn’s Management Reports at the following website and address: http://thebehnreport.hks.harvard.edu/subscribe. I promised Bob I would increase his readership and that’s why you need to subscribe!
• All Bob Behn required readings are available at the following link http://thebehnreport.hks.harvard.edu/archive. There are several one-page articles about performance measurement and management. Hereafter referred to as Behn.

OTHER INFORMATION
• Electronics (computers, tablets, phones) are allowed during class to take notes and access other course materials.
• Please refuse to be content to be confused—ASK QUESTIONS!
• There will be some team work. I hope that you can put aside any skepticism that you may have developed about teams and be open to working in and with teams.
• Please try to have a sense of humor and keep an open mind! Also, flexibility is appreciated. I expect some things will change on the syllabus during the semester.

STATEMENT OF ACADEMIC INTEGRITY
As members of the NYU Wagner community, we are all expected to adhere to high standards of intellectual and academic integrity. Please read: http://wagner.nyu.edu/students/policies.

DISABILITIES
It is University policy that no qualified person be excluded from, or discriminated against, by any University-sponsored program or activity, with a legal mandate for equal inclusion coming primarily from the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The
Henry and Lucy Moses Center for Students with Disabilities (CSD) exists to facilitate equal access for students with disabilities at NYU.

CSD assists students with disabilities in their efforts to obtain reasonable accommodations (adjustments to policy, practice, and programs that “level the playing field” for students with disabilities and provide equal access) for participation in University programs and activities.

If you need a reasonable accommodation, please visit the Center's website or contact Robyn Weiss at 212.998.4975 or rew8@nyu.edu.

RELIGIOUS HOLIDAYS
There are several religious holidays coming up. I know that this might result in your having to miss class. Except for Hanukkah, which starts on the last night of our semester, none of the major holidays fall on Wednesday this year. Nonetheless, I will certainly be sensitive about scheduling assignment due dates around the holidays. If you're going to miss class, please let me know. So that you stay abreast of the material, the easiest thing to do is to ask a fellow classmate to record audio/video the lecture via mobile phone or other recording device and more generally to update you about the missed class. If for some reason this cannot work, or if several students will be missing a given class, I can try to arrange to have the class recorded.

I am aware of the upcoming holidays listed below. Please let me know if I have missed any holidays that you celebrate and I will make sure to add them to the list.

- Eid al-Adha (Islamic) – Friday, September 1*
- Rosh Hashanah (Jewish) – Thursday-Friday, September 21* – 22
- Muharram New Year (Islamic) – Thursday, September 21*
- Yom Kippur (Jewish) – Saturday, September 30*
- Sukkot (Jewish) – Thursday-Friday, October 5*-6
- Shemini Atzeret (Jewish) – Thursday, October 12*
- Simchat Torah (Jewish) – Friday, October 13*
- Diwali (Hindu) – Thursday, October 19
- Birth of Bahá’u’lláh (Baha’i) – Sunday, November 12
- Hanukkah (Jewish) – Wednesday-Wednesday, December 13* – 20
* Begins at sundown on the prior day.

LEARNING OBJECTIVES AND SKILL DEVELOPMENT
The course combines conceptual and experiential approaches to performance measurement and management. Students will identify a program or organization that they are interested in learning more about and develop a performance management system. The final project for the semester requires students to present what they have learned to a potential employer.

Readings will introduce key concepts and useful ways of thinking about performance measurement and management from different perspectives. In-class discussions and case studies will provide opportunities for students to apply theories and concepts to programs and organizations that they care about. The exercises require students to apply their insights practice analytical skills.

There are several learning objectives and supporting skillsets that cut across each class:
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<th>Learning outcomes</th>
<th>Supporting Skillsets</th>
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| 1 Understand the social, political, economic, and technical environments within which performance must be measured. | a. Describe how performance measurement is related to performance management, and to explain how performance measurement is used in human resources management, strategic management, financial management, operations management and quality management.  
b. Describe the difference between measures of inputs, activities outputs, and outcomes and the purposes of each type of measure.  
c. Explain and create the logic model of an agency’s mission, policies and programs.  
d. Explain how the performance measurement process used by managers differs from systematic program evaluation done by impact evaluators  
e. Define performance measures in the areas of service quality; client satisfaction; staff productivity, turnover and morale; process; outcomes, including integrity; and financial performance.  
f. Select performance measures based on stakeholder expectations, organization strategy, usefulness in taking actions, measurability, data availability, and cost of collection.  
g. Explain the options for benchmarking. This would include the selection of measures and the collection of data through secondary and primary sources.  
h. Define how measures could be communicated effectively. This could include paper or digital reports, “balanced scorecards”, “report cards” or “dashboards” for real-time information display. Understand the range of software available.  
i. Describe how politics and other human factors affect performance measurement and what strategies have been used to improve cooperation and reduce resistance to data collection (improving the validity and accuracy of the data), as well as to help decision-makers use the measures. |
| 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. | |
CLASS TEAMS
You may be assigned to work with a team especially if you choose a government agency or nonprofit service area that overlaps with one of your classmates. We will discuss this concept during class. Regardless of whether you work in a team, you will be required to do all class readings on your own.

ASSESSMENT AND GRADING POLICY

1. Contribution to Class Discussions .......... 20%
2. Professionalism................................. 5%
3. Choosing/Identifying Deficits............. 5%
4. Logic Model Exercise.......................... 15%
5. Measurement Exercise....................... 15%
6. Benchmarking Exercise...................... 15%
7. Final Memo and Analysis..................... 25%

ASSESSMENT and GRADING POLICY DETAILS

1. Contribution to discussion and learning. 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 it 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 the exercises, reflecting on how they inform situations you have experienced. We will read several case studies and this part of your grade will include an assessment of your contribution to the discussions about the case studies.

2. Professionalism is calculated based on attendance, lateness, and number of course assignments completed on time. If you will be absent or delayed (e.g., train delays, family emergencies), please email me.

3. Choosing Organization/Identifying Performance Deficits: You are required to select two programs/organizations that will potentially serve as the focus for your work in the course. You can select a place where you currently work, have worked, or would like to work. As a first exercise, think about what the organization is not doing well and write a sentence based on Bob Behn’s articles about performance deficits. Submit a no more than one-page memo describing the organizations you selected and what performance deficits you are concerned with.

4. Logic Model Exercise: In no more than 3-5 pages, including a one-page graphic, submit the following for one of the organizations you chose in section 3:
A. Identify key organizational activities including the inputs that are consumed, the outputs that are created, and the initial, intermediate, and final outcomes that the activities 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, and to the outputs and outcomes the program/organization generates.

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

5. **Measurement Exercise:** you must determine what needs to be measured in your program/organization. Since you know “you get what you measure”, one of the most important decisions you must make as an organizational manager is determining strategic goals that is informed by the purpose you articulate.

A. For each input, output, and outcome identified in your revised Logic Model from section 4, identify a series of 2-3 key indicators that you think are most important to determining the program’s/organization’s performance.

B. Make sure each of the indicators is drafted in a way that is S.M.A.R.T.

C. For the specific indicators that you will use write a short memo (no more than two pages) that: articulates your program’s/organization’s strategic goals; identifies 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 in the program/organization do not “cheat”.

6. **Benchmarking Exercise:** Now that you have identified your program logic and established key measures and indicators of your program/organization, you will convert data into information by comparing what you have developed to other organizations. 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 to demonstrate program success. Report and compare the measures used by each group and highlight differences that exist across the groups.

C. Compare the benchmark group measures to the set of key performance indicators you selected for your organization in 5.

D. 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 program’s/organization’s convincing them why you believe the measures are important.

E. Set performance targets based on the benchmark group or another mechanism for each measure and indicator.

7. **Final Memo and Analysis:** Assume that you have applied for a job or promotional opportunity for the program/organization that you have analyzed. Write a no more than 3-5 page memo to the head of the program/organization that pulls together all of the work that you have done during the semester, why the work is important for the organization, and why you’re the best person for the opportunity.
DISCLAIMER

While every attempt is made to provide a syllabus that is complete and accurate, circumstances and events may make it necessary for me to modify the syllabus during the semester. I appreciate your willingness to be flexible about that possibility.

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<td>Introductions, Syllabus Review, Performance Leadership</td>
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Class 1

Session: Introduction to Performance Measurement and Management for Public, Non-Profit and Healthcare Organizations Course

Introduction: Please come prepared to introduce yourself to your fellow students, including your professional and personal interests, your reasons for attending Wagner, and your experience and thoughts about performance measurement and management.

Readings: NONE

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Class 2

Session: Performance Measurement, An Introduction from Several Perspectives

Readings:
- Hatry, Chapter 1
- Managing & Measuring, Chapter 1
- Leap, Chapter 1
- Working Hard, Chapters 1 & 2
- Read Behn Article, *What Performance Management Is and is Not*
Class 3

Session: Performance Management Systems

Readings: Hatry, Chapters 2 & 3
Managing & Measuring, Chapter 2
Performance Stat, Chapter 3
Leap, Chapter 2
Working Hard, Chapter 3
Read Behn Article, Performance Deficits, NYU Classes and on Bob Behn website

Assignment Due: Identify two programs/organizations/ area for your focused analysis, including performance deficits for each.

Class 4

Session: Mission and Purpose

Readings: Hatry, Chapter 4
Managing & Measuring, Chapter 3
Performance Stat, Chapter 5
Leap, pages 63-76
Working Hard, Chapter 4-Day 1
Outcome Toolbox, Chapter 2—Understanding the Language of Outcomes, On NYU Classes.
Read Behn Article, Always Start with Purpose, NYU Classes and on Bob Behn website.

### Class 5

**Session:** Outcomes, Outcomes, Outcomes  
  
**Readings:**  
- Hatry, Chapter 5  
- Managing & Measuring, Chapter 4  
- Working Hard, Chapter 4-Day 2  
- Outcome Toolbox, Chapter 3—What do Good Outcomes Look Like, *On NYU Classes.*  
- Read Behn Articles, *The Missing Feedback in Logic Models* and *Lots of Measures,* *On NYU Classes and on Bob Behn website.*

### Class 6

**Session:** Performance Indicators  
  
**Readings:**  
- Hatry, Chapters 6 & 7  
- Managing & Measuring, Chapter 5  
- Performance Stat, Chapter 6  
- Working Hard, Chapter 4-Day 3  
- Outcome Toolbox, Chapter 4—Finding Your Outcomes, *On NYU Classes.*  
- Read Behn Articles, *Resources or Results* and *Measure Outputs,* *On NYU Classes and on Bob Behn website.*

**Assignment Due:** Logic Model for your Groups/Organizations/Program  
*Due Before Class*
Class 7

Session: Reporting and Collecting Performance Data

Readings: Hatry, Chapters 8 & 11  
Managing & Measuring, Chapter 6  
Performance Stat, Chapter 8  
Working Hard, Chapter 4-Day 4

*In Coursepack.*

Class 8

Session: Analysis of Performance Information and Learning from the Data

Readings: Hatry, Chapter 10  
Managing & Measuring, Chapter 7  
Performance Stat, Chapter 9


Class 9

Session: Managing to Outcomes—Employees, Programs because Mission Possible

Readings: Managing & Measuring, Chapter 10  
Leap, pages 105-111  
Behn Articles, *Failure has to be an Option* and *Why Performance Measures Get a Bad Rap*, *On NYU Classes and Behn website.*

Assignment: Measurement Exercise  
*Due Before Class*
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<td><strong>Session:</strong></td>
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| **Readings:**                      | Hatry, Chapter 12  
|                                    | Managing & Measuring, Chapter 11 |

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| **Readings:**                      | Hatry, Chapter 9  
|                                    | Managing & Measuring, Chapter 14 |

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<td><strong>Session:</strong></td>
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| **Readings:**                      | Hatry, Chapter 14  
|                                    | Managing & Measuring, Chapter 12 |
| **Assignment Due:**                | Benchmarking Exercise |
| **Due Before Class**               |                 |

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<td>Wrap-Up—Key Performance Elements-Design &amp; Implement</td>
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| **Readings:**                      | Hatry, Chapter 16  
|                                    | Managing & Measuring, Chapter 15 |
Class 14

Session: Performance Measurement and Management Presentations

Assignment Due: Presentation of Your Analysis of Program/Organization to Outside Panel

FINAL MEMO DUE MONDAY, DECEMBER 18, 2017 ON, OR BEFORE, 11:59 PM