



**NYU**

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

## **PADM GP 2170**

# **Performance Measurement & Management (PMM) Fall 2020**

### **Instructor and Grader Information**

<b>Section</b>	<b>Name</b>	<b>Email Address</b>	<b>Office Address</b>	<b>Office Hours</b>
001	Martha Stark	<a href="mailto:Martha.Stark@nyu.edu">Martha.Stark@nyu.edu</a>	395 Lafayette, Room 3040C	<b>Tuesdays</b> 2:00-5:00 and By Appointment

### **Course Information**

<b>Section</b>	<b>Instructor Name</b>	<b>Class Day</b>	<b>Class Time</b>	<b>Class Format</b>	<b>Class Location</b>
001	Stark	Wednesday	4:55 pm-6:35 pm	Online	<a href="#">Class session Zoom link</a>

### **Course Prerequisites**

- Management and Leadership CORE-GP-1020 (formerly Managing Public Service Organizations)

### **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 and Learning Objectives

The course combines conceptual and experiential approaches to performance measurement and management. Working in 3-4 person teams, students will choose from several programs or organizations, described below, that they are interested in learning more. Students will be required to develop a performance management and measurement system for the program they choose. (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 present the totality of what you have learned to a potential employer in a memorandum as well as prepare a 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 and widgets
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	<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 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

## Textbook

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

## Case Study Course Pack

- A course pack containing the case studies is available for [purchase here](#).

## Additional Relevant Readings-Provided on NYU Classes

- 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, 1<sup>st</sup> Edition, John Wiley & Sons, 2011, Online ISBN: 9781118386835, Print ISBN: 9781118004500. **Hereafter referred to as Toolbox.**
- United Way, Measuring Program Outcomes: A Practical Approach. **Hereafter referred to as Practical.**
- 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. **Hereafter referred to as Managing and Measuring.**
- 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 are accessible from the New York University Library website that will be made available as a pdf on NYU Classes.

# Assessment Assignments and Evaluation

## Individual Assessment, 60.0%

1. Program Area, Agency Focus Area Selection, 5.0%
2. Participation: contribution to discussion & learning, 45.0%
  - Case Study Memos (30.0%):

We will be reading 10 case studies (there are a total of 12 cases, but one of the cases is in three parts). The cases are included in the Harvard Coursepack that you are required to purchase. You will be required to submit a no more than one and a half-page summary answering the questions posted on NYU Classes about each of the case studies. 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.

- Weekly Virtual 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.

3. Performance Management & Measurement System Memorandum, 10.0%  
You are required to complete and submit a final individual memorandum. For this memorandum, you will assume that you have done such a phenomenal job setting up a performance management and measurement system for the focus area you worked on with your team that you have been asked to present all that you have learned to a group of senior managers who are skeptical about measuring performance and management. Prepare a 3 to 5-page memorandum that summarizes your team's work and provide your strongest arguments to support why you believe a performance management and measurement system is important and needed. Refer to two readings from the course including one of your favorite case studies to bolster your arguments.

### **Team Assessments, 40%**

1. Background Memorandum, 3.0%  
You will be required to select a program or agency, that will be your focus area for the semester. Your 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. After you select your focus area/organization/agency, you will be required to research information about the area/organization/agency. As a team, you will prepare and submit a no more than two-page memo describing what you have learned about the area that will be your team's focus. The memo should include an overarching and inspiring goal for the area. The memo should also include any information that you have learned about, if and, how the area/organization/agency measures performance now.
2. Mission, Objectives, Customers, 4.0%  
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 program's or agency's objectives. Finally, you will clearly identify the program's or agency's customers.
2. Logic Model and Outcomes, 6.0%  
As a team, you will in no more than 4 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.
- 3. Indicators, 5.0%
 

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 articulate. 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. Also, identify indicators for your inputs and outputs.
  - B. Make sure the indicators are drafted in a way that is S.M.A.R.T.
- 4. Gathering Data, 4.0%
 

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”..
- 5. Benchmarking, 6.0%
 

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.)
  - E. Set performance targets based on the benchmark group or another mechanism for each measure and indicator.
- 6. Performance Management & Measurement System Presentation (2), (5%/7%) 12.0%
 

Each team will have two opportunities to present the team logic model, measurements, indicators, data collection plan, and benchmarking ideas to the class as a whole or to another team or teams. (In addition, I may invite a group of managers and leaders with subject matter expertise to attend the presentations.) The purpose of these presentations 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 suggestions as if we are a client/customer for the particular focus area.

## Assignment Instructions

### 1. For Individual Case Study Memos

Read the case you purchased and downloaded from the [coursepack](#). Analyze the cases independently and recommend a course of action specific to the case. Your analysis will be in the form of a written memo and is not to exceed two single-spaced pages. In preparing to answer the questions that are posed think about:

- A. The problem as you see it;
- B. Your thoughts about and experience, if any, with the issues presented in the case study;
- C. The issues that the organization is grappling with from a performance management and measurement perspective; and
- D. If appropriate, your recommendation for handling the issue.

Use your knowledge of the material covered in the course through the point when you are preparing the memo to address the questions. Most cases have multiple issues, so select one you feel is the most pressing problem. Assume your reader will use your memo to make difficult decisions about the team or organization.

Use this structure:

- A. Open with a one-paragraph summary labeled Executive Summary. What is the context, key issues, and your recommendation, where relevant?
- B. What are your specific Ideas about the case?
- C. Your answers to the questions posed.
- D. Next Steps and what else do you want to know?

You have only two pages to get your message across. Use one-inch margins and Times New Roman 12-point font. If you use outside research to support any of your recommendations, list references on a concluding page, separate from the two-page memo.

### 2. For Performance Management & Measurement System Presentation

Your presentation should follow the same format as your memo. After the title slide, you should include the following presentation sections:

- Executive Summary
- Background
- Description of Performance Measurement System
- Arguments for Why It Matters
- References

Remember, this is a presentation and not the memo; so wherever possible, use visual cues or graphics rather than having text-heavy slides. Plan for each member of your team to have an opportunity to present. You may decide to divide up the sections, or you may decide to have everyone provide his or her comments or reflections on each section. You will be graded on your inclusion of all teammates in the presentation.

3. For the Performance Management & Measurement System Memo

Your memo should be written in a persuasive style for an audience that is both uninformed and skeptical. Your team should include the following sections:

- Executive Summary
- Background
- Description of Performance Measurement System
- Arguments for Why It Matters
- References

A grading rubric for the presentation and memo will be posted on NYU Classes.

### Late Submission Policy for Assignments

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally challenging schedules. Late submissions without approved extensions will be penalized 20% per 24-hour period.

### Overview of the Semester

Class #	Topic	Date
1	Introduction, Course Requirements	9/2
2	Performance Measurement and Management, Different Perspectives	9/16
3	The Performance Framework	9/23
4	Clarifying Mission, Goals, Objectives, and Customers	9/30
5	Outcomes, Outcomes, Outcomes	10/7
6		10/14
7	Performance Indicators	10/21
8		10/28
9	Data	11/4
10	Analyzing Outcome Information	11/11
11	Benchmarking	11/18
12	Learning and Analysis of Performance Information	11/25
13	Communicating Outcomes	12/2
14	Wrapping It Up	12/9



## Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Course Points	GPA Points	Criteria
A	> 93.0	4.0	<b>Excellent:</b> Exceptional work that is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well-written. Work is of exceptional, professional quality.
A-	> 90.0	3.7	<b>Very Good:</b> 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	<b>Good:</b> Sound work; well-reasoned and thorough, methodologically sound. Student has fully accomplished the basic objectives of the course.
B	> 83.0	3.0	<b>Adequate:</b> 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	<b>Borderline:</b> 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	<b>Deficient:</b> 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	<b>Fail:</b> 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.

## Course Structure

The general structure of our class time will be:

- Check-In: What's Going On In Your Performance Management & Measurement World?
- Break-Out Team Meetings: Case Study Discussion, Assignment Planning
- Lecture, Including Case Study Discussion and Review
- Wrap-Up

## Detailed Course Overview

Week	Topic	Assignments, Case Study, Individual Memo, Other Assignment	Textbook and Other Readings	Team Assignment
1	Introduction, Course Requirements		1. Article, <b>Measuring the Impact of Ideas</b>	
2	Performance Measurement and Management, Different Perspectives	1. <b>Gail Palmer Ashton</b> Case Study 2. Submit Focus Area Ideas	1. Article, Behn, <b>What Performance Management Is and Is Not</b> 2. <b>Getting Results</b> , Chapter 1 3. <b>Toolbox</b> , Chapter 1	
3	The Performance Framework	1. <b>TEGV Assesses Its Performance</b> Case Study	1. <b>Getting Results</b> , Chapter 3 2. Article, Behn, <b>Why Performance Measures Get a Bad Rap</b> 3. Article, Haas, <b>Secrets of Great Teamwork</b> 4. Article, Hackman, <b>Why Teams Don't Work</b> 5. Article, Ferrazzi, <b>Getting Virtual Teams Right</b>	Submit Team Launch Document Before Class #4
4	Clarifying Mission, Goals, Objectives, and Customers		1. <b>Getting Results</b> , Chapter 4 2. <b>Working Hard</b> , Chapter 1 4. Article, <b>Lofty Mission, Down-to-Earth Plans</b> 5. <b>Toolbox</b> , Chapter 2	Submit Team Launch Document Before Class #4 Background Memo about Chosen Focus Area

Week	Topic	Assignments, Case Study, Individual Memo, Other Assignment	Textbook and Other Readings	Team Assignment
5	Outcomes, Outcomes, Outcomes	1. <b>Anthony Williams Case Study</b>	1. <b>Toolbox</b> , Chapter 3 2. <b>Getting Results</b> , Chapter 5 3. Article, <b>The Beginning of Good Data is the Definition of Terms</b>	Mission, Objectives, Customers
6		1. <b>King County Creating a Culture of Outcomes Case Study</b>	1. <b>Practical</b> , Step 2, pages 31-58 2. <b>Toolbox</b> , Chapter 4 3. Article, <b>What Impact: A Framework</b>	
7	Performance Indicators	1. <b>The Inside Out Prison Exchange Program Case Study</b>	1. <b>Practical</b> , Step 3, pages 59-80 2. Article, Behn, <b>Feedback-Logic Models</b>	Logic Model and Outcomes
8		1. <b>Pratham, Every Child in School and Learning Case Study</b>	<b>Getting Results</b> , Chapter 6	Presentations
9	Data		1. <b>Getting Results</b> , Chapter 7 2. <b>Practical</b> , Step 4, pages 81-104	Presentations
10	Analyzing Outcome Information	1. <b>Jumpstart Case Study</b>	1. <b>Getting Results</b> , Chapter 8 2. Article, <b>Do Better at Doing Good</b> 3. Article, Urban Institute <b>Analyzing Outcome Information</b>	
11	Benchmarking	1. <b>Chicago Benchmarking Collaborative Case Study</b>	<b>Getting Results</b> , Chapter 9	Indicators and Gathering Data

Week	Topic	Assignments, Case Study, Individual Memo, Other Assignment	Textbook and Other Readings	Team Assignment
12	Learning and Analysis of Performance Information	1. <b>KaBoom</b> Case Study Parts A and B	1. <b>Toolbox</b> , Chapter 8 2. <b>Getting Results</b> , Chapter 10 3. Article, Behn, <b>11 Ways to Ratchet Up Performance</b>	
13	Communicating Outcomes	1. <b>Performance Management for Health in Washington State</b> Case Study		Benchmarking
14	Wrapping It Up		1. <b>Getting Results</b> , Chapter 16	PMM Presentations

**WEEK 1: Introduction, Course Requirements**  
**Wednesday, September 2**

Required Readings: Complete Before Week 1 Class

1. Article, Brooks, Arthur C., Measuring the Impact of Ideas.

Assignment: Discussion Board: Due Before Week 1 Virtual Session

2. Please post in no more than two paragraphs:
  - a. Why you are taking a course in performance management and measurement?
  - b. Your definition of performance management and measurement; and
  - c. Something you want your colleagues/classmates to know about you.

**WEEK 2: Performance Measurement and Management, Different Perspectives**  
**Wednesday, September 16**

Required Readings: Complete Before Week 2 Class

1. Article, Bob Behn, **What Performance Management Is and Is Not**, Why Performance Measures Get a Bad Rap (NYU Classes pdf.)
2. Chapter 1, Hatry, Harry P., **Performance Measurement: Getting Results**, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346. (NYU Classes pdf.)
3. Chapter 1, Penna, R., Berger, K., **The Nonprofit Outcomes Toolbox: A Complete Guide to**

**Program Effectiveness, Performance Measurement, and Results**, 1<sup>st</sup> Edition, John Wiley & Sons, 2011. (NYU Classes pdf.)

Assignment: Individual Case Study Memo: Complete Before Week 2 Class

4. **The Gail Palmer Ashton Graduate School of Business: Balanced Scorecard Initiative.** (Harvard coursepack).

Answer questions below.

1. What are the hallmark features of the Ashton school as explicitly noted or inferred in Watkins' conversation with Martino and as embedded in the four strategic goals? What is missing that you might find characteristic of other school's goals?
2. What are some of NYU Wagner's goals?
3. If your last name begins with...
  - A. A-F, take strategic goal #1;
  - B. G-L, take strategic goal #2;
  - C. M-R, take strategic goal #3;
  - D. S-Z, take strategic goal #4.And develop a set of performance metrics for that goal that you would recommend to the dean.
4. Write a paragraph reflecting on what was easy, difficult, and surprising about developing the performance metrics.

WEEK 3: The Performance Framework and Working on Teams  
Wednesday, September 23

Required Readings: Complete Before Week 3 Class

1. Chapters 2 and 3, Hatry, Harry P., **Performance Measurement: Getting Results**, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346. (NYU Classes pdf.)
2. Article, Behn, B., **Why Performance Measures Get a Bad Rap**. (NYU Classes pdf.)
3. Article, Haas, M., and Mortenson, M., **The Secrets of Great Teamwork**, Harvard, June 2016. (NYU Classes pdf.)
4. Article, Hackman, J. Richard., **Why Teams Don't Work**, Harvard 2009. (NYU Classes pdf.)
5. Article, Ferrazzi, K., **Getting Virtual Teams Right**, Harvard, December 2014. (NYU Classes pdf.)

Case Study: Complete Before Week 3 Class

1. Read: TEGV Assesses Its Performance (**Harvard coursepack**).
2. Complete the questions and the chart below about the case study

<b>Measured Approach: TEGV Assesses Its Performance and Impact on Educational Enrichment Programs</b>				
	<b>Thinking Children Program</b>	<b>Dreams Workshop</b>	<b>Volunteer Study</b>	<b>Broad Organizational Impact on Children</b>
<b>What is the objective or goal of the assessment?</b>				
<b>Who conducts the assessment and how?</b>				
<b>Why is the organization doing the assessment?</b>				
<b>Results and implications</b>				

3. What do you think Suat Kardas should focus on, in terms of performance measurement, in the future?
4. In your opinion, what has TEGV done well, and where have they fall short in terms of their approach to performance measurement?

**Team Assignment: During Virtual Session**

5. Meet with your teammates to answer the questions in the Team Launch document. (NYU Classes pdf.)
6. Submit completed team launch document for your team before Class #4 on NYU Classes.

## WEEK 4: Clarifying Mission, Goals, Objectives, and Customers

Wednesday, September 30

### Required Readings: Complete Before Week 4 Class

1. Chapters 4, Hatry, Harry P., **Performance Measurement: Getting Results**, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346.
2. Chapter 1, 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. (NYU Classes pdf.)
3. Article, Rangan, V.K., **Lofty Mission, Down-to-Earth Plans**, Harvard. (NYU Classes pdf.)

### Case Study: Complete Before Week 4 Class

4. Read: Mayor Anthony Williams and Performance Management in Washington, D.C. (Harvard coursepack). Answer the Following Questions:
  - A. How well did the Departments described in the case study perform?
  - B. Choose one of the departments highlighted in the case and explain the difference between outputs and outcomes for that department.
  - C. As a person who might be a customer of the Department that you selected, explain why the distinction between outputs and outcomes would be important to you.

### Team Assignment: Complete Before Week 4 Class

5. Complete Background Memo about Your Team's Chosen Focus Area.

## WEEK 5: Outcomes, Outcomes

Wednesday, October 7

### Required Readings: Complete Before Week 5 Class

1. Chapter 2, Penna, R., Berger, K., **The Nonprofit Outcomes Toolbox: A Complete Guide to Program Effectiveness, Performance Measurement, and Results**, 1<sup>st</sup> Edition, John Wiley & Sons, 2011.
2. Chapter 5, Hatry, Harry P., **Performance Measurement: Getting Results**, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346.
3. Article, **The Beginning of Good Data is the Definition of Terms**. (NYU Classes pdf.)

### Case Study: Complete Before Week 5 Class

4. Read: **King County, Creating a Culture of Outcomes** (Harvard coursepack). Answer the Following Questions:
  - A. Outline a theory of change for King County's Youth and Family Homelessness Prevention Initiative that identifies ultimate and intermediate outcomes, activities, and outputs.
  - B. Outline a theory of change for transforming the culture of King County that identifies ultimate and intermediate outcomes, activities, and outputs.

C. Reflect on how easy or difficult it was for you to identify what should be measured.

#### Team Assignment: Complete Before Week 5 Class

6. Write a memo that describes Your Team's Chosen Focus Area's mission, objectives, and customers.

#### WEEK 6: Outcomes, Outcomes and More Outcomes

Wednesday, October 14

#### Required Readings: Complete Before Week 6 Class

1. Step 2, pages 31-58, United Way, **Measuring Program Outcomes: A Practical Approach**. (NYU Classes pdf.)
2. Chapter 3, Penna, R., Berger, K., **The Nonprofit Outcomes Toolbox: A Complete Guide to Program Effectiveness, Performance Measurement, and Results**, 1<sup>st</sup> Edition, John Wiley & Sons, 2011. (NYU Classes pdf.)
3. Article, Ebrahim, A, Rangan, V.K., **What Impact: A Framework for Measuring the Scale and Scope of Social Performance**, California Management Review, Spring 2014. (NYU Classes pdf.)

#### Case Study: Complete Before Week 6 Class

4. Read: Case Study **The Inside Out Prison Exchange Program**. (Harvard coursepack.)
5. Submit an individual case study memo on NYU Classes that addresses these questions:
  - a. What might be the theory of change, logic model, and possible measures for Inside-Out?
  - b. Why might measurement be problematic for a program like Inside-Out?
  - c. Is measurement good management? Why? Why not?

#### Watch Theory of Change Videos:

1. [Measuring your social impact: Theory of Change](#)
2. [Theory of Change: It's Easier Than You Think](#)
3. [Measuring your Social Impact: Measurement plan](#)

#### WEEK 7: Performance Indicators

Wednesday, October 21

#### Required Readings: Complete Before Week 7 Class

1. Step 3, pages 59-80, United Way, **Measuring Program Outcomes: A Practical Approach**. (NYU Classes pdf.)
2. Chapter 4, Penna, R., Berger, K., **The Nonprofit Outcomes Toolbox: A Complete Guide to Program Effectiveness, Performance Measurement, and Results**, 1<sup>st</sup> Edition, John Wiley & Sons, 2011. (NYU Classes pdf.)
3. Article, Behn, R., **Feedback-Logic Models**. (NYU Classes pdf.)



### Team Assignment: Complete Before Week 7 Class

4. Write a memo that describes and includes Your Team's Logic Model, Theory of Change, and short- and long-term outcomes.

### WEEK 8: Performance Indicators, Some More Wednesday, October 28

#### Required Readings: Complete Before Week 8 Class

1. Chapter 6, Hatry, Harry P., **Performance Measurement: Getting Results**, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346.

#### Case Study: Complete Before Week 8 Class

4. Read: Case Study **Pratham, Every Child in School and Learning**. (Harvard coursepack.)
5. Submit an individual case study memo on NYU Classes that addresses these questions:
  - a. Based on all that you know, how do you assess Pratham's theory of change, outcomes, and indicators?
  - b. What changes, if any, should the organization make to its theory of change outcomes, and indicators?

### WEEK 9: Data Wednesday, November 4

#### Required Readings: Complete Before Week 9 Class

1. Chapter 7, Hatry, Harry P., **Performance Measurement: Getting Results**, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346.
2. Step 4, pages 81-104, United Way, **Measuring Program Outcomes: A Practical Approach**. (NYU Classes pdf.)

### WEEK 10: Analyzing Outcome Information Wednesday, November 11

#### Required Readings: Complete Before Week 10 Class

1. Chapter 8, Hatry, Harry P., **Performance Measurement: Getting Results**, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346.
2. Article, Urban Institute, **Analyzing Outcome Information**, (NYU Classes pdf.)

#### Case Study: Complete Before Week 10 Class

4. Read: Case Study **Jumpstart**. (Harvard coursepack.)
5. Submit an individual case study memo on NYU Classes that addresses these questions:

- a. What do you see as the strengths and concerns with Jumpstart's Growth with Quality Plan?
- b. What is your assessment of Jumpstart's performance measurement and management system?
- c. What are some of the management challenges and opportunities when creating a culture of performance?

## WEEK 11: Benchmarking

Wednesday, November 18

### Required Readings: Complete Before Week 11 Class

1. Chapter 9, Hatry, Harry P., **Performance Measurement: Getting Results**, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346.
2. Article, Behn, R., **Multiple Performance Measures**. (NYU Classes pdf.)
3. Article, Behn, R., **Resources or Results**. (NYU Classes pdf.)

### Case Study: Complete Before Week 11 Class

4. Read: Case Study **Chicago Benchmarking Collaborative**. (Harvard coursepack.)
5. Submit an individual case study memo on NYU Classes that addresses these questions:
  - a. What are the advantages that Christopher House gained by pursuing the collaborative?
  - b. What kind of challenges would you anticipate in this kind of collaboration? Are the challenges insurmountable?
  - c. What are some of the outcomes that you might expect from the type of collaboration?

### Team Assignment: Complete Before Week 11 Class

6. Write a memo that describes and includes Your Team's performance indicators.
7. Write a memo that describes Your Team's plan to gather data for the performance management and measurement system that you have developed.

## WEEK 12: Learning and Analysis of Performance Information

Wednesday, November 25

### Required Readings: Complete Before Week 12 Class

1. Chapter 8, Penna, R., Berger, K., **The Nonprofit Outcomes Toolbox: A Complete Guide to Program Effectiveness, Performance Measurement, and Results**, 1<sup>st</sup> Edition, John Wiley & Sons, 2011. (NYU Classes pdf.)
2. Chapter 10, Hatry, Harry P., **Performance Measurement: Getting Results**, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346.
3. Article, Behn, R., **Performance Leadership, 11 Ways to Ratchet Up Performance**. (NYU Classes pdf.)

### Case Study: Complete Before Week 12 Class

5. Read: Case Study **KaBoom Parts A-C**. (Harvard coursepack.)
6. Submit an individual case study memo on NYU Classes that addresses these questions:
  - a. If you were a member of KaBoom's board, what are two measures that you would want to monitor to ensure that the organization is achieving results?
  - b. Given the current strategy of dividing effort across Lead, Seed, and Rally, what is the significance of finding the right metrics?
  - c. What specific metrics would you recommend?

### WEEK 13: Communicating Outcomes

Wednesday, December 2

### Case Study: Complete Before Week 13 Class

1. Read: Case Study **Performance Management for Health in Washington State**. (Harvard coursepack.)

### Team Assignment: Complete Before Week 12 Class

2. Write a memo that describes Your Team's benchmarking plan.

### WEEK 14: Wrapping It Up

Wednesday, December 9

### Required Readings: Complete Before Week 14 Class

1. Chapter 16, Hatry, Harry P., **Performance Measurement: Getting Results**, Second Edition, 2006, The Urban Institute Press, ISBN: 9780877667346.

### Assignment: Due Before Week 14 Virtual Session

2. Team Focus Area Presentations

## NYU Classes

All announcements, resources, and assignments will be delivered through the NYU Classes site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible 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 (NYU Classes, Zoom, etc). Contact [askIT@nyu.edu](mailto: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 Netiquette**

### **For Online/Remote Sections:**

You are expected to participate in each class with your Zoom audio and video on. Please review Wagner's Zoom in the Classroom series about classroom etiquette, participation, and more. Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Classes site and are for students enrolled in this course only.

## **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](#). 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 Accessibility website](#) and click the "Get Started" button. You can also call or email (212-998-4980 or [mosescsa@nyu.edu](mailto: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.

FINAL FALL 2020