

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

## **PADM GP 2170-Spring 2022**

# **Performance Measurement & Management**

**(PMM)**

### **Instructor and Grader Information**

<b>Section</b>	<b>Instructor Name</b>	<b>Email Address</b>	<b>Office Address</b>	<b>Office Hours</b>
002	Laura Bligh	<a href="mailto:LH1436@nyu.edu">LH1436@nyu.edu</a>	Puck Building (295 Lafayette) Room3045	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>
002	Bligh	Thursday	6:45pm-8:25 pm	In Person	GCASL, 238 Thompson Street Room 361

### **Course Prerequisites**

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

### **Course Description**

In recent years leaders in both the public and non-profit sectors have expressed a need for employees with expertise in performance measurement and management. 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 3-5 person teams, students will choose a program, organization, or issue that they are interested in learning more about. Students will be required to develop a performance management and measurement system for a program they choose in the government or nonprofit sector. 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
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	Understand the social, political, economic, and	3-Advanced	Demonstrate greater depth of understanding of this

	<p>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>		<p>knowledge/ skill/ competency and can use this ability to analyze a problem</p>
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*.**

Poister, T. H., Aristiguenta, M. P., Hall, J. L., Managing and Measuring Performance in Public and Nonprofit Organizations: An Integrated Approach, 2nd Edition, John Wiley & Sons, 2015, ISBN 9781118439050. (This [book can be accessed online through the NYU Library](#) site FOR FREE!!!!!!) **Hereafter referred to as *Managing and Measuring*.**

### Case Study Course Pack

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

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

David E.K. (2013). [Working Hard & Working Well – A Practical Guide to Performance Management for Leaders Serving Children](#), Adults, and Families. Hunter Consulting, LLC.

**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. **Select chapters [1](#), [2](#), [3](#), [4](#) provided.**

**Hereafter referred to as *Toolbox*.**

United Way, [Measuring Program Outcomes: A Practical Approach](#). **Hereafter referred to as *Practical*.**

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 or that will be made available as a pdf on Brightspace.

## 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 Brightspace 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 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.

### 3. 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.

### 4. 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.

### 5. 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”..

### 6. 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.

## 7. 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. 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 uniformed and skeptical. Your eam 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 Brightspace

**Late Submission Policy for Assignments**

Extensions will be granted only in a 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	1/27
2	Performance Measurement and Management, Different Perspectives	2/3
3	The Performance Framework	2/10
4	Clarifying Mission, Goals, Objectives, and Customers	2/17
5	Outcomes, Outcomes, Outcomes	2/24 & 3/3
7 & 8	Performance Indicators	3/10 & 3/24
9	Data	3/31
10	Analyzing Outcome Information	4/7
11	Benchmarking	4/14
12	Learning and Analysis of Performance Information	4/21
13	Communicating Outcomes	4/28



## 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 of 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	Complete the <a href="#">Introduction Google Sheet</a>	1. Article, <a href="#"><i>Measuring the Impact of Ideas</i></a>	
2	Performance Measurement and Management, Different Perspectives	1. <b>Gail Palmer Ashton</b> Case Study (In Coursepack) 2. Submit Focus/ Program Area Ideas	1. Article, Behn, <a href="#"><i>What Performance Management Is and Is Not</i></a> 2. <a href="#"><i>Getting Results, Preface and Chapter 1</i></a> 3. <a href="#"><i>Toolbox, Chapter 1</i></a>	

3	The Performance Framework	<b>TEGV Assesses Its Performance Case Study</b> (In <a href="#">Coursepack</a> )	<ol style="list-style-type: none"> <li>1. <a href="#">Getting Results, Chapter 3</a></li> <li>2. Article, Behn, <a href="#">Why Performance Measures Get a Bad Rap</a></li> <li>3. Article, Haas, <a href="#">Secrets of Great Teamwork</a></li> <li>4. Article, Hackman, <a href="#">Why Teams Don't Work</a></li> </ol>	
4	Clarifying Mission, Goals, Objectives, and Customers		<ol style="list-style-type: none"> <li>1. <a href="#">Getting Results, Chapter 4</a></li> <li>2. <a href="#">Working Hard, Chapter 1</a></li> <li>3. Article, <a href="#">Lofty Mission, Down-to-Earth Plans</a></li> <li>4. <a href="#">Toolbox Chapter 2</a></li> </ol>	1. Submit Team Launch Document Before Class #4
5	Outcomes	<b>Anthony Williams Case Study</b> (In <a href="#">Coursepack</a> )	<ol style="list-style-type: none"> <li>1. <a href="#">Toolbox, Chapter 3</a></li> <li>2. <b>Getting Results</b>, Chapter 5</li> <li>3. Article, <a href="#">The Beginning of Good Data is the Definition of Terms</a></li> </ol>	
6	Outcomes	<b>King County Creating a Culture of Outcomes Case Study</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Practical</a>, Step 2, pages 31-58</li> <li>2. <a href="#">Toolbox, Chapter 4</a></li> </ol>	Submit Mission, Objectives, Customers Memo

		(In <a href="#">Coursepack</a> )	3. Article, <a href="#">What Impact: A Framework</a>	
7	Performance Indicators	The Inside Out Prison Exchange Program Case Study (In <a href="#">Coursepack</a> )	1. <a href="#">Practical</a> , Step 3, pages 59-80 2. Article, Behn, <a href="#">Feedback-Logic Models</a>	
8	Performance Indicators	<b>Pratham, Every Child in School and Learning</b> Case Study (In <a href="#">Coursepack</a> )	<b>Getting Results</b> , Chapter 6	Submit Logic Model and Outcomes Memo  <b>Logic Model Presentations</b>
9	Data		1. <b>Getting Results</b> , Chapter 7 2. <a href="#">Practical</a> , Step 4, pages 81-104	
10	Analyzing Outcome Information	<b>Jumpstart</b> Case Study (In <a href="#">Coursepack</a> )	1. <b>Getting Results</b> , Chapter 8 2. Article, <a href="#">Do Better at Doing Good</a>	Submit Indicators Memo
11	Benchmarking	<b>Chicago Benchmarking Collaborative</b> Case Study (In <a href="#">Coursepack</a> )	<b>Getting Results</b> , Chapter 9	Submit Gathering Data Memo
12	Learning and Analysis of Performance Information	<b>Kaboom</b> Case Study Parts A and B (In <a href="#">Coursepack</a> )	1. <b>Toolbox</b> , Chapter 8 2. <b>Getting Results</b> , Chapter 10 3. Article, Behn, <a href="#">11 Ways to</a>	

			<a href="#"><u>Ratchet Up Performance</u></a>	
13	Communicating Outcomes	<b>Performance Management for Health in Washington State</b> Case Study (In <a href="#"><u>Coursepack</u></a> )		Submit Benchmark Memo
14	Wrapping It Up		<b>1. Getting Results</b> Chapter 16	<b>PMM Presentations</b>

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

Every member of our NYU community is [required to wear face coverings](#) that cover the person’s nose and mouth while indoors on the University campus, including in the classroom at all times. You must also complete the Daily COVID-19 Screener for Campus Access via the NYU Mobile App prior to arriving to campus for each class. See more [information on how to keep each other safe](#).

## 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.