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Spring Term 2009  
M and W, 10-11:30am  
Class meets in MCNB 103

### ***COURSE BACKGROUND***

“What gets measured gets done”

While there is some truth to this adage, the reality is much more complicated. Although some people use the terms performance measurement and performance management interchangeably, they are in fact quite different. Many public and nonprofit organizations have initiated comprehensive efforts to set targets, collect data, and measure performance; while these are worthy pursuits in and of themselves, they don’t guarantee improved results. But data can be incorporated into management in ways that help organizations achieve their desired outcomes, and this is the heart of performance management.

This course will be divided into two components. In the first part of the class, we will look at performance measurement: what is it; how do you do it; and why is it important. In the second part, we will look at the various ways to use data to manage people and make decisions, including accountability programs, process improvement, performance-based budgeting, merit-pay, and more.

In all cases, we will examine the promise and limitations of performance management in addition to the nuts-and-bolts of implementation so that you are prepared to take advantage of strategies that get results.

### ***COURSE REQUIREMENTS AND GRADING***

Your grade will be based on two individual assignments, a group assignment, and a team debate. Additional information about the assignments will be distributed in class and posted to Blackboard.

Assignment 1: (Individual) Evaluate a public or nonprofit organization’s performance measurement system, noting areas of strength and opportunities for improvement or expansion. 10-12 pages due on February 23<sup>rd</sup>

Assignment 2: (Individual) Watch a CitiStat meeting online and write a memo to the stakeholder of your choice evaluating its effectiveness, including the quality of the facilitation, the quality of the data presented, and the preparedness of the agency director. 3-5 pages due on April 1<sup>st</sup>

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Assignment 3: (Group) The final project will have you working with a group to create a plan for a mayoral or gubernatorial transition team. You will present your plan on either April 22nd or 27th and submit the final report by May 4th.

Debate: (Group) You will participate in one of three debates that will be held during class throughout the semester. You will be assigned a topic and a side to argue, which you will do as part of a team. Your team must email me a summary of your position, citing at least four sources including one assigned reading, by 10pm the night before the debate (2 pages max). Each side will have five minutes to present their argument. Then, each side will get asked a question from the audience. They will have 1 minute to confer and 2 minutes to respond and the opposing side will have 2 minutes for a rebuttal. For the two debates you are not participating in, you will be asked to write a short evaluation and response in class; these reflections will be considered a part of your debating assignment and thus will impact your grade.

\*\* Please use your Penn number instead of name on all individual assignments. The number is the middle eight digits on your Penn Card.

Assignment 1	30%
Assignment 2	20%
Assignment 3	30%
Debates	20%

- 94% or more: A (4.0)
- 90-93 % A- (3.7)
- 87-89% B+ (3.3)
- 84-86 % B (3.0)
- 80-83 % B- (2.7)
- 77-79 % C+ (2.3)
- 74-76 % C (2.0)
- 70-73 % C- (1.7)
- 60-69 % D (1.0)
- Below 60 % F (0.0)

### ***STUDENT CONDUCT***

Students are expected to submit their own work, and presenting the work of others as their own is not acceptable. In recent years, university students at Penn and other comparable institutions have been tempted to appropriate information from the internet and to present it as their own. Suspected instances of plagiarism or other abuses in this course will be referred to the University Office of Student Conduct, and the students involved will be given grades of Incomplete for the course until the situation is resolved.

### ***ATTENDANCE***

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The course is planned on the assumption that students will attend all classes; students who miss classes should make arrangements to catch up without delay on the material presented. Final grades of Incomplete will not be given except under extraordinary circumstances such as medical emergencies. Outside these extraordinary circumstances, if work has not been completed by the end of the course, a final grade will be assigned based on the best information available in the sole discretion of the professor. Students are responsible for meeting all schedule commitments, including drop and add notifications, as well as for meeting all other program and degree requirements.

### *READINGS*

- 1) Books will be available at Penn bookstore by January 19<sup>th</sup>:
  - a. Hatry, H.P. (2006). *Performance Measurement: Getting Results* 2nd edition. Washington, DC: Urban Institute Press.
  - b. Beryl Radin (2006). *Challenging the Performance Movement*. Washington, DC: Georgetown University Press.
- 2) Bulkpack available at Campus Copy at 39<sup>th</sup> and Walnut
- 3) Additional articles will be made available on Blackboard as indicated in the schedule

### *SCHEDULE*

- I. January 14th: Introduction to performance management and the course

#### Measuring performance

- II. January 21<sup>st</sup>: Determining what to measure
  1. Readings
    1. Hatry: p 1-81
- III. January 26<sup>th</sup> and 28<sup>th</sup>: Implementing a measurement system
  1. Readings
    1. 26<sup>th</sup>: Hatry: p 83-151
    2. 28<sup>th</sup>: Hatry: p. 267-286 and the Oregon benchmarks case study (BP)

In preparation for the case study discussion, please answer the following questions (bring to class) :

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- Why might elected officials be uninterested or hostile towards the use of performance measures?
- How should Jeff Tyrens build support in the legislature for the Oregon Benchmarks?
- What is your assessment of the Oregon Benchmarks system?

### IV. February 2nd and 4th: Introduction to spatial data

1. Readings
  1. Radin: p. 1-90

### V. February 9th and 11th: Spatial data lab (location TBD)

1. Readings
  1. Radin: p. 91-182

### VI. February 16<sup>th</sup>: Reporting on performance

1. Readings
  1. Hatry: p. 175-193

### VII. February 18<sup>th</sup>: Challenging performance measurement

1. Assignment 1 due on the 18<sup>th</sup>
2. Readings
  1. Radin: p. 183-247

## Using Performance Measures for long-range planning

### VIII. February 23<sup>rd</sup> and 25<sup>th</sup>: Quality improvement planning

1. Assignment 1 due on the 23<sup>rd</sup>
2. Readings
  1. 23<sup>rd</sup>: Tague p. 12-78 and sections on affinity diagram, flowchart, fishbone diagram, cause and effect matrix, fault tree analysis, why why, and sw2t (BP)
  2. 25<sup>th</sup>: Shifting the Labor Relations Paradigm case study (BP)

### IX. March 2<sup>nd</sup> and 4<sup>th</sup>: Strategic, action, and implementation planning

1. Readings
  1. Bryson, John. (2004). Strategic Planning for Public and nonprofit organizations. Chapter 2 (BP)
  2. Tague: Sections on arrow diagram, brainstorming, gantt chart, and forcefield analysis (BP)
  3. Example strategic plans on Blackboard (print and bring to class)

- X. March 16<sup>th</sup>: Evidence-based programs
1. Debate 1: A foundation with limited resources is interested in decreasing the number of high school dropouts in a large, urban school district. Should they use their resources to fund a project that will replicate a successful program in several different cities or to provide seed money for several new initiatives?
  2. Readings
    1. Success for All description from the What Works Clearinghouse:  
[http://ies.ed.gov/ncee/wwc/pdf/WWC\\_Success\\_All\\_BR\\_081307.pdf](http://ies.ed.gov/ncee/wwc/pdf/WWC_Success_All_BR_081307.pdf)
    2. Dale et al, "Lessons Learned: What the WAY Program Can Teach Us About Program Replication" <http://www.aypf.org/publications/the%20way.pdf>
    3. Mead, "DARE Program: Sacred Cow or Fatted Calf"  
<http://query.nytimes.com/gst/fullpage.html?res=9802E5DD163BF932A35751C0A9629C8B63>

### Using Performance Measures for monitoring and making mid-course corrections

- XI. March 18<sup>th</sup> and 23<sup>rd</sup>: Stat processes
1. Readings
    1. Patusky, Botwinik and Shelly "The Philadelphia SchoolStat Model"  
<http://www.businessofgovernment.org/pdfs/PatuskyReport.pdf>
    2. Behn, R. D. (2005) "The Core Drivers of CitiStat: It's Not Just about the meetings and the maps." International Public Management Journal, 8(3). 295-319.  
<http://proquest.umi.com/pqdweb?index=0&sid=1&srchmode=1&vinst=PROD&fnt=6&startpage=-1&clientid=3748&vname=PQD&RQT=309&did=1044418281&scaling=FULL&ts=1231106907&vtype=PQD&rqt=309&TS=1231106911&clientId=3748>
- XII. March 25<sup>th</sup>: Project management
1. Readings
    1. Additional articles on Blackboard

### Using Performance Measures for evaluating and motivating

- XIII. March 30<sup>th</sup> and April 1<sup>st</sup>: Motivation and performance management
1. Assignment 2 due
  2. Readings
    1. Metzenbaum, S. (2006). "Performance Accountability: The Five Building Blocks and Six Essential Practices."  
<http://www.businessofgovernment.org/pdfs/MetzenbaumReport2.pdf>
    2. Fay, R. (2007). "Managing for Better Performance."  
<http://www.businessofgovernment.org/pdfs/RisherFayReport.pdf>

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### XIV. April 6<sup>th</sup> and April 8<sup>th</sup>: Performance-based Budgeting

1. Debate 2 on the 6<sup>th</sup>: Should the new presidential administration continue Budget and Performance Integration (BPI) using PART?
2. Readings
  1. Hatry: p 229-264
  2. Gilmour “Implementing OMB’s Program Assessment Rating Tool: Meeting the Challenges of Integrating Budget and Performance”  
<http://www.businessofgovernment.org/pdfs/GilmourReport.pdf>
3. Additional articles on Blackboard

### XV. April 13<sup>th</sup> and 15<sup>th</sup>: Performance-based pay and contracting

1. Debate 3 on the 13<sup>th</sup>: Should the School District of Philadelphia implement a merit-pay system?
2. Readings:
  1. Hatry p. 214-217
  2. Addition articles on Blackboard

### XVI. April 20<sup>th</sup>: Final thoughts

1. Readings
  1. Kettl “The Challenges of Management Reform for the Next Administration”  
[http://www.fels.upenn.edu/News\\_Pages/kettl\\_senate\\_july.pdf](http://www.fels.upenn.edu/News_Pages/kettl_senate_july.pdf)
  2. Grant and Crutchfield “Creating High-Impact Nonprofits”  
[http://www.ssireview.org/images/articles/2007FA\\_feature\\_mcleod\\_grant\\_crutchfield.pdf](http://www.ssireview.org/images/articles/2007FA_feature_mcleod_grant_crutchfield.pdf)

### XVII. April 22<sup>nd</sup> and 27<sup>th</sup>: Group Presentations

1. Assignment 3 PPTs due on the 22<sup>nd</sup>