

University of North Texas at Dallas
Spring Semester 2017
SYLLABUS for Distance Learning

PLDR 5350: Performance Management
3 Credit Hours

Department of	Public Leadership	School of	Liberal Arts & Science
Instructor Name:	Dr. Janiece Upshaw		
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Office Hours:	Monday – 2:00 – 5:30 Wednesday – 10:00 – 12:00 Thursday 2:00 – 4:00 By appt.		
Classroom Location:	TBD		
Class Meeting Days & Times:	Tuesdays; 6:00 – 8:50 p.m. (Hybrid)		
Course Catalog Description:	An overview and application of performance measurement, operations and performance management in the public and nonprofit sectors with a focus on impact assessment and efficient service delivery to create public value		
Prerequisites:	Core courses: PADM 5020, PADM 5030, PADM 5400, PLDR 53XX, PLDR 5320, PLDR 5330 PLDR 5300, PLDR 5310		
Required Text:	Poister, T. H., Aristigueta, M. P., & J. L. (2015). <i>Managing and Measuring Performance in Public and Nonprofit Organizations: An Integrated Approach</i> (2nd ed.). San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-43905-0		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com		
Course Goals or Overview: The goals of this course are as follows -			
	<ol style="list-style-type: none"> 1. Understand how performance measurement is related to performance management 2. Utilize strategic management tools which define public value and organize operational capacity 3. Develop a performance framework 4. Diagnose barriers of achieving effective and efficient service delivery and create a plan to improve performance 		
Learning Objectives/Outcomes: At the end of this course, students will be able to:			
1	Understand and describe the relationship between performance measurement and performance management		
2	Perform a performance measurement utilizing real world examples		
3	Identify performance indicators and analyze performance information		
4	Apply performance measures to support strategic strategies management		
5	Compare measures to benchmark performance		
6	Design a performance management process		

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. The instructor will communicate any changes to this schedule in class or via class email or Blackboard announcement. If additional readings or activities are added or deleted, the instructor advise students in class, via email or Blackboard announcement. Email will be sent to the email listed by the UNT Dallas.

Schedule	Topic	Reading Material (To be read prior to the class date for discussion/application in class)	Due Date
Week 1 Jan. 17 - 23 Class Jan 17 6:00 – 7:30 p.m.	Review Syllabus & Assignments Introduction to Performance Measurement & Performance Management		
Week 2 Jan 24- 30 Online	Online discussion: What is performance measurement? What is performance management? Why should leaders in public service care about performance management? Describe 1 example of performance management success and 1 example of performance management failure. After reading your classmates answers, suggest a way in which the “failure” they describe could have been prevented or improved.	Poister, Aristigueta & Hall, Chapter 1 Wholey, J. S., & Hatry, H. P. (1992). The Case for Performance Monitoring. <i>Public Administration Review</i> , 52(6), 604-610. Retrieved January 12, 2017, from http://www.jstor.org/stable/pdf/977173.pdf ?	Discussion 1: Due by Jan. 29, 11:59
Week 3 Jan. 31 – Feb.6 Class Jan. 31 6:00 – 8:50 p.m.	Quiz 1: Chapter 2 Logic Model Performance Management Systems	Poister, Aristigueta & Hall, Chapter 2 Yang, K., & Holzer, M. (2006). The Performance-Trust Link: Implications for Performance Measurement. <i>Public Administration Review</i> , 6(1), 114-126. Retrieved January 12, 2017, from https://www.jstor.org/stable/pdf/3542659.pdf . Braden, S, Eppes, S., & New, N. (June 2015). Demystifying the Logic Model, United Way of Metropolitan Dallas. Retrieved January 12, 2017 from https://unitedwaydallas.org/wp-content/uploads/2015/06/Logic-Model-Training-2015-FOR-WEBSITE.pdf .	
Week 4 Feb. 7 - 13 Online	Online Discussion: Explain the importance of program logic. What is it? How is it used in nonprofit or public entities?	Poister, Aristigueta & Hall, Chapter 3	Discussion #2 due by Feb. 12, 11:59 p.m.
Week 5 Feb. 14-20 Class Feb. 14 6:00 – 8:50 p.m.	Quiz 2: Chapter 4 Establishing Program Goals & Objectives	Poister, Aristigueta & Hall, Chapter 4	Logic Model due by Feb. 24, 11:59 p.m.
Week 6 Feb. 21 - 27 Online	Performance Indicators	Poister, Aristigueta & Hall, Chapter 5 Behn, Robert D. 2003. Why Measure Performance? Different Purposes Require Different Measures. <i>Public administration Review</i> 63(5): 586-606 (Will provide handout in Week 5)	Discussion #3 due by Feb. 26, 11:59 p.m.

Week 7 Feb. 28- Mar 6 Class Feb. 28 6:00 – 8:50 p.m.	Quiz 3: Chapter 6 Reporting Performance Data	Poister, Aristigueta & Hall, Chapter 6	
Week 8 Mar. 7 - 13 Online	Analyzing Performance Information Case: Offer some perspective on the case study from your knowledge of performance management topics we have covered in class. What was NYPD doing right? What were they doing wrong?	Poister, Aristigueta & Hall, Chapter 7 Case: Assertive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City (Copy of case provided in Week 7.)	Case Discussion #1 due by March 12, 11:59 p.m.
Mar. 14 – 20	Spring Break		
Week 9 Mar. 21 – 27 Class Mar. 21 6:00 – 8:50 p.m.	Quiz 4: Chapter 8 Strategic Planning and Management	Poister, Aristigueta & Hall, Chapter 8 Kelly, Jane M. 2005. The dilemma of the unsatisfied customer in a market model public administration. Public Administration Review 65(1):76-84. (Handout provided in Week 8) LeRoux, Kelly and Nathaniel S. Wright. 2010. Does Performance Measurement Improve Strategic Decision Making? Findings from a national survey of nonprofit social service agencies. Nonprofit and voluntary sector Quarterly. 39:571-587.	
Week 10 Mar. 28 – Apr. 3 Online	Budgeting	Poister, Aristigueta & Hall, Chapter 9 Yilin Hou, Robin s. Lunsford, Katy c. Sides, and Kelsey A. Jones. 2011. State Performance-Based Budgeting in Boom and Bust years: An analytical Framework and Survey of the states. Public Administration Review 71(3):370-388	Measurement Assignment due by Apr 2 @ 11:59 p.m.
Week 11 Apr. 4 – 10 Class Apr. 4 6:00 – 8:50 p.m.	Quiz 5: Chapter 10 Managing Emploeyss, Programs, and Departments	Poister, Aristigueta & Hall, Chapter 10	
Week 12 Apr. 11 – 17 Online	Benchmarking What role does benchmarking play in Oregon? How does it interact with the political process? What are the challenges and opportunities it provides?	Poister, Aristigueta & Hall, Chapter 14 Ammons, David N. A proper mentality for benchmarking. Public Administration Review. Mar/Apr99, vol. 59 Issue 2, p. 105-109. Case Study: The Oregon Benchmarks Program: The Challenge of Restoring Political Support	Case Discussion #2 Apr 16 @11:59 p.m.
Week 13 Apr. 18 – 24 Class Apr. 18 6:00 – 8:50 p.m.	Quiz 6: Chapter 11 Performance in 3 rd Party or Contracted Relationships	Poister, Aristigueta & Hall, Chapter 11	
Week 14 Apr. 25 – May 1 Online	Improving Quality and Process Soliciting Stakeholder Feedback	Poister, Aristigueta & Hall, Chapter 12 & 13 Hall, Jeremy L. and Edward T. Jennings, Jr. 2008. "Taking chances: Evaluating Risk as a Guide to	Discussion #4 due by April 30 at 11:59 p.m.

	Discussion: What tools can be used to improve quality, productivity, and process improvement? How can organizations solicit stakeholder feedback? How can stakeholder feedback improve the services of a nonprofit organization?	Better Use of Best Practices.” Public Administration Review, 68(4):695-708.	
Week 15 May 2 – 8 Class May 2 6:00 – 8:50 p.m.	Quiz 7: chapter 15 Designing and Implementing Effective Management Systems	Poister, Aristigueta & Hall, Chapter 15	
Week 16 May 9 – 15 Online	May 9 – reading Day May 16 – Final Exam	Class will be allowed to determine if final face to face class will take place May 9 or May 16.	Benchmarking Assignment due May 9 or 16

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

4 Discussions	25 points each = 100 points	20% of total grade
7 Quizzes	10 points each = 70 points	14% of total grade
2 Case Studies	15 points each = 30 points	6% of total grade
Logic Model –	100 points	20% of total grade
Measurement Assignment	100 points	20% of total grade
Benchmarking Assignment	100 points	20% of total grade

Discussions

#1 Discussion consists of two parts: (Due Jan. 29, 11:59 p.m.)

1. Answer the following questions in three paragraphs
 - a. What is performance measurement? What is performance management? Why should leaders in public service care about performance management?
 - b. Describe 1 example of performance management success
 - c. Describe 1 example of performance management failure.
2. After reading your classmates answers, suggest a way in which the “failure” they describe could have been prevented or improved.

#2 Discussion consists of one part: (Due Feb. 12, 11:59 p.m.)

3. Answer the following questions in one paragraph.
 - a. Explain the importance of program logic.
 - b. What is it?
 - c. How is it used in nonprofit or public entities?

#3 Discussion consists of one part: (Due Feb. 26, 11:59 p.m.)

4. Read the article by Behn assigned. “He [Behn] identifies eight specific managerial purposes where performance measurement may play a meaning full role: to evaluate, control, budget, motivate, promote, celebrate, learn, and improve.” Which of these do you believe is the most important and why?

#4 Discussion consists of one part: (Due Feb. April 30, 11:59 p.m.)

5. Answer the following questions in 2 paragraphs.

- a. What tools can be used to improve quality, productivity, and process improvement?
- b. How can organizations solicit stakeholder feedback? How can stakeholder feedback improve the services of a nonprofit organization?

Case Studies

#1 Case: Assertive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City

6. Write a narrative that responds to the statements and the questions below. Unlike your discussion questions in which you are asked to respond to a question, this should be presented as a short paper with an introductory paragraph, explaining the case. The following paragraphs should dissect the case based upon the topics we have studied in class. You should also provide a conclusion. Your paper should consist of 5-8 paragraphs. (APA style required)
 - a. Offer some perspective on the case study from your knowledge of performance management topics we have covered in class.
 - b. What was NYPD doing right?
 - c. What were they doing wrong?

#2 Case Study: The Oregon Benchmarks Program: The Challenge of Restoring Political Support

7. Write a narrative that answers the following questions. Unlike your discussion questions in which you are asked to respond to a question, this should be presented as a short paper with an introductory paragraph, explaining the case. The following paragraphs should dissect the case and answer the questions listed below. Then you should provide a conclusion. Your paper should consist of 5-6 paragraphs. (APA style required)
 - a. What role does benchmarking play in Oregon?
 - b. How does it interact with the political process?
 - c. What are the challenges and opportunities it provides? (APA style required)

Logic Model: Each team of 2-3 will select a program/organization to serve as the focus for our course work. Use the United Way of Metropolitan Dallas training module and template to help format the Logic Model. We will review this model in class and develop several samples to help you define each section.

8. Identify key organizational **activities**, the **resources** (inputs) that are consumed, the **outputs** that are created, and the initial (year 1), intermediate (year 2) and final (Year 3) outcomes that the activities will produce. Refer to the United Way common measurements to identify common measures your program might address.
9. Using the information you gathered, complete the template
10. Write an explanatory narrative that explains the graphic logic model in detail.
11. Your target for this assignment is a one-page graphic plus no more than 5 pages of text (double-spaced).

Performance Measurement Assignment:

This proposal must identify and weight strategic goals and objectives, delineate appropriate measures (input, output, outcome, impact), and provide a plan for collecting and analyzing performance data. Its successful completion will result in identification of Key Performance Indicators (KPIs).

For this assignment, you must determine what needs to be measured in your program/organization. This will depend on your strategic goals as an organizational manager, and the purpose driving your plan. For example, if you are focusing on monitoring internal operations and tweaking programs from an ongoing management perspective, your plan will look very different from an organization more concerned with external accountability to policymakers or stakeholders.

For this assignment you must complete the following steps:

1. For each input, output, and outcome identified in your **revised** logic model, you should identify a series of key indicators. (Rely on your text for guidance!)
 - a. Remember, that the mark of a good indicator is that it be S.M.A.R.T.
 - b. Also, take note use only key indicators. You do not need a list of every possible measure, only the ones that will be most essential to determining your program's performance.
 - c. There should be multiple indicators for each measure that reflect different types of available measures (efficiency, workload, effectiveness, productivity, customer satisfaction, etc., as appropriate).
 - d. You must be absolutely explicit about the exact form of the indicator.

2. You must identify and prioritize your organization's strategic goals and organize your measures accordingly. Note: this is a step away from the columned, one-page, logic model format.
3. In explicating the specific indicators you will use, identify the source of the data, its form, how it will be collected, and when/at what frequency. How will data be stored, combined, and safeguarded. What steps will you take to ensure data is reliable?
4. Identify any particular indicators that are expected to be problematic. That is, which ones have barriers that may prevent you from accessing/collecting them? Explain.

Benchmarking Assignment:

You have now identified your program logic, and established key measures and indicators of organization performance. This assignment forces you to further convert data into information by utilizing comparative analysis.

1. Identify 3-4 relevant organizations or programs that will serve as your benchmark group.
2. Examine these programs to determine which performance measures they are using to demonstrate program success. Report these measures, and highlight differences that exist across the group. Which measures are common; which are rare?
3. Compare and contrast the benchmark group measures to the set of key performance indicators you selected for your organization in previous assignments.
4. Because this exercise is geared toward examining overall effectiveness as its principle accountability concern, you will be primarily concerned with **annual** measures. Select a core group of performance measures that you will use annually to examine your performance against the benchmark group. Note: it is important that the data be available across all organizations in the group. (You may want to consider UW common measures if your group is a UW fund recipient.)
5. Establish a performance baseline by collecting data for the benchmark group on the set of key performance indicators for the most recently available year. (You will want to highlight differences in the reporting period here, such as calendar year versus fiscal year).
6. Using this framework, compare your organization to the group during that year (this may not be possible for all programs); then use the data to establish a performance target for the current and future years.

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that

students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, see the Disability Services Office website at <http://www.untdallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser, and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the

textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions, which violate the Code of Student Conduct, will be referred to the Dean of Students, as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untDallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publicbarticleview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html