PAD 5460: Productivity Improvement

Summer 2018 (Online, Section RVCC)

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Course Description and Purpose

Today, many public and nonprofit organizations measure performance and manage for results. Employers expect MPA graduates to be data-savvy and know their way around performance metrics. This course will provide you with the ins and outs of performance management. One the one hand, you will learn about theories and research on the opportunities and limitations of performance systems. One the other hand, the course will teach you specific skills regarding the use of practical tools such as performance diagnosis, analysis, and scorecards.

Course Objectives

Upon completion of this course, students will be able to:

- Develop the tools needed for performance tracking, diagnosis, and analysis and adapt them to specific contexts.
- Design context-specific interventions that foster decision-makers' data use and discuss strategies on how to mitigate organizational cheating.
- Identify context factors that will make performance systems more effective and explain how organizations can create such factors.
- Improve performance systems, so that they account for some of the biases and idiosyncrasies of human decision-making.
- Discuss ways in which performance systems harm or reinforce democratic-constitutional values.

Teaching Methodology

This course aims to facilitate learning through the triangulation of the following methods.

- Assigned readings and lecture videos with slides
- Questions about the readings and selected case studies that students discuss with each other in assigned groups
- Multiple short analytic papers, assigned throughout the semester, in which students apply new skills and knowledge to a specific context/case

Important Information

Before starting this course, please review the following pages:

- Policies
- Technical Requirements and Skills
    - This course utilizes the following tools:
        - Turnitin (integrated within Canvas); for more information see the important information about assignments page
        - MS Excel 2016
        - FIU's VPN (to have access to a universe of research articles)
- Accessibility and Accommodation
- Academic Misconduct Statement

Course Prerequisites

There are no formal prerequisites for this course. However, I recommend taking PAD 6053 (Political, Social & Economic Context of Public Administration) and PAD 6701 (Quantitative Applications) prior to this class.

Textbook and Course Materials

This course does not use a specific textbook. The readings consist of selected journal articles, book chapters, and case studies that will be provided as PDFs through Canvas. Some of the journal articles are based on quantitative research. Although it is not necessary to understand every detail of the statistical analysis, I expect graduate students to be able to grasp the main arguments, methods, and findings of each article.

The readings and my lectures complement each other. The lectures will draw on the readings but also discuss additional concepts and ideas more broadly. The readings provide more in-depth insights on selected issues, which you will need for your papers.

Reading the supplemental material is optional. These are my reading recommendation for students who would like to immerse themselves more thoroughly in a certain issue. All supplemental readings are provided online as PDFs (except for books, which are accessible through the FIU library).

Expectations of this Course

This is an online course, which means all of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills, which can make these courses more demanding for some students.

- Course Communication - how to contact your professor
    - Communication in this course will take place via the Inbox. Check out the [Canvas Conversations Tutorial](#) to learn how to communicate with me and your peers using Announcements, Discussions, and the Inbox.
- Students are expected to:
    - Review the how to get started information located in the course content
    - Interact online with instructor/s and peers
    - Review and follow the course calendar
    - Read the texts and case studies assigned in each module
    - Log in to the course at least twice per week
    - Respond to discussion boards twice per module.
    - Respond to messages within 2 days
    - Submit assignments by the corresponding deadline
- The instructor will:
    - Respond to messages within 2 day
    - Grade assignments within 10 days of the assignment deadline

Discussion Forums

Discussion posts are an important component of this course. To avoid repetition and early saturation, I will use multiple smaller discussion groups and randomly assign you to one of these groups at the beginning of the semester.

Every module contains two discussion threads (both set up within your discussion groups), each focused on one question. You are supposed to make two posts, one in each thread, by the last day of each module, 11:59pm.

When grading posts, everyone starts with a maximum score of two, which I mark down by 0.25 for every serious issue I observe. Missing, late, or poorly constructed posts are worth 0.0 points. Scores will be posted three days after a module has been completed.

An effective post, which is worth 2 points, is defined as follows:

"Your post is on time, advances the discussion (contributes a novel idea), and addresses the discussion question as well as the previous posts by your classmates. What you say is plausible, and you provide evidence for your claims. The post shows strong critical thinking and problem solving, and it is presented in a professional, mature manner. It also meets the formal

requirements for an effective post: 200-300 words, clear language with proper grammar, and references to readings or other class materials"

Keep in mind that your postings will be seen by other members of the course. Care should therefore be taken when determining what to post.

Assignments

Below you can find an overview of all assignments. Detailed instructions will be posted on Canvas in each respective module. Generally, all assignments are short analytic papers focusing on one public organization, or department within an organization, of your choice. Each assignment will include a specific grading rubric.

Please make sure you do not miss any deadlines because, otherwise, your scores will be reduced by one grade level (10%) for every day of tardiness (e.g., an A- will become a B- etc.).

Balanced Scorecard (BSC) Paper

The centerpiece of this paper is the development of a strategy map and scorecard in order to link strategic priorities and performance measures. In addition to working through a strategic planning effort that culminates in a BSC, you also discuss ways to ensure that your BSC is not just "a piece of paper" but will have an impact on organizational behavior.

Grading criteria: completeness, plausibility, empirical evidence, form/editing

Performance Improvement Proposal

In this paper, you systematically diagnose a performance issue and develop specific interventions in order to mitigate the issue. This includes the use of performance indicators to visualize the performance deficit and potential improvement as well as the identification of drivers behind the issue and the mapping across organizational levels (individual, team, process, entire organization).

Grading criteria: completeness, plausibility, empirical evidence, form/editing

Performance Analysis Memo

Following my video on how to do performance analysis using MS Excel, you compare police performance data across local government jurisdictions. The final product is a one- or two-page memo that summarizes your analysis, provides the most relevant charts and statistics, and makes a specific recommendation to a decision maker.

Grading criteria: correct analysis of the data, clarity and accuracy of the interpretations, form and layout

Implementation Paper

This paper builds on your BSC paper. The task is to employ theories and frameworks covered in this course (specifically, see modules 3, 4, 6, 7, and 9) to address common implementation problems when using performance systems. In particular, you will identify weaknesses or potential dysfunctions of the performance system and make recommendations how to deal with these challenges, while informing your analysis by theory and research.

Grading criteria: completeness, plausibility, empirical evidence, incorporation of literature, form/editing

Grading

Course Requirements	Number of Items	Points for Each	Weight
Discussion Posts	16	2	20%
Balanced Scorecard Paper	1	20	20%
Performance Improvement Proposal	1	20	20%
Performance Analysis Memo	1	10	10%
Implementation Paper	1	30	30%
Total	**20**	**N/A**	**100%**

To obtain the following letter grades, your totaled unrounded scores have to meet the cut-offs listed below:

Letter	Range%	Letter	Range%	Letter	Range%
A	≥ 95	B	≥ 84	C	≥ 74
A-	≥ 90	B-	≥ 80	D	≥ 65
B+	≥ 87	C+	≥ 77	F	< 65

Course Calendar

Please note that each module has a start and an end date. Although this online course gives you a great deal of flexibility, you can only begin the work once the module has been opened and you need to complete assignments before the module closes.

Summer C 2018	Tasks
Week 1 May 7-13	**MODULE 1: INTRODUCTION TO PERFORMANCE MANAGEMENT** **Supports Learning Objectives:** Students will be able to reflect on the performance system of the organizations they are working for; plan a strategic management process; and define appropriate performance indicators. Students will also get to know all members of their discussion group. **Tasks and Readings:** 1. Watch syllabus video 2. Review lecture video and slides 3. Hatry, H. (2006). *Performance Measurement: Getting Results*. Washington, D.C.: Urban Institute Press, Ch. 1-2. 4. Moynihan, D. (2006). Managing for Results in State Government: Evaluating a Decade of Reform. *Public Administration Review* 66(1): 77-89. 5. Read Glenville Case 6. Answer questions in discussion forum **Supplemental Readings:** • Kroll, A. (2013). The Other Type of Performance Information: Nonroutine Feedback, Its Relevance and Use. *Public Administration Review* 73(2): 265–276. • Van Dooren, W., G. Bouckaert, and J. Halligan. (2015). *Performance Management in the Public Sector*. London: Routledge.
Week 2 May 14-20 and **Week 3** May 21-27 May 14 Add/Drop Deadline	**MODULE 2: TOOL I: THE BALANCED SCORECARD** **Supports Learning Objectives:** Students will be able to develop Balanced Scorecards for different contexts. They will also identify strategic issues using SWOT analysis. **Tasks and Readings:** 1. Review lecture video and slides 2. Niven, P. (2008). *Balanced Scorecard: Step-By-Step for Government and Nonprofit Agencies*. Hoboken, New Jersey: Wiley, Ch. 1 & 7. 3. Answer questions in discussion forum

4. Balanced Scorecard paper assignment:
   Due on May 27, 11:59pm

Supplemental Readings:

- Jennings, E. (2010). Strategic Planning and Balanced Scorecards: Charting the Course to Policy Destinations. *Public Administration Review* 70(1): s224-s226.
- Niven, P. (2008). *Balanced Scorecard: Step-By-Step for Government and Nonprofit Agencies*. Hoboken, New Jersey: Wiley (entire book).

MODULE 3: FACILITATING THE USE OF PERFORMANCE INFORMATION

Supports Learning Objectives:

Students will be able to design context-specific interventions that foster decision-makers' data use. They will also analyze the role of personality and individual characteristics in explaining differences in use.

Tasks and Readings:

1. Review lecture video and slides
2. Kroll, A. (2015). Drivers of Performance Information Use: Systematic Literature Review and Directions for Future Research. *Public Performance & Management Review* 38(3): 459-486.
3. Moynihan, D. (2013). *The New Federal Performance System: Implementing the GPRA Modernization Act*. Washington, D.C.: IBM Center for the Business of Government.
4. Answer questions in discussion forum

Week 4
May 28 - June 3

May 28 Memorial Day University Closed

Supplemental Readings:

- Behn, R. (2012). Motivating and Steering with Comparative Data: How the Bar Chart and "The List" might help to Steer Social Integration. *International Public Management Review* 13(1): 21-37.
- Perry, J., T. Engbers, and S. Jun. (2009). Back to the Future? Performance-Related Pay, Empirical Research, and the Perils of Persistence. *Public Administration Review* 69(1): 39-51.

Week 5
June 4-10

MODULE 4: THE DARK SIDE OF PERFORMANCE SYSTEMS

Supports Learning Objectives:

Students will be able to assess costs and benefits of performance systems and discuss strategies how to mitigate organizational cheating.

Tasks and Readings:

1. Review lecture video and slides
2. Hood, C. (2006). Gaming in Targetworld: The Targets Approach to Managing British Public Services. *Public Administration Review* 66(4): 515-521.
3. Heinrich, C. and G. Marschke. (2010). Incentives and Their Dynamics in Public Sector Performance Management Systems. *Journal of Policy Analysis and Management* 29(1): 183-208.
4. Read School Cases
5. Answer questions in discussion forum

Supplemental Readings:

- Ariely, D.(2009). Our Buggy Morale Code. *TED Talk*: (Links to an external site.).
- Bohte, J. and K. Meier. (2000). Goal Displacement: Assessing the Motivation for Organizational Cheating. *Public Administration Review* 60(2): 173-182.

MODULE 5: TOOL II: PERFORMANCE DIAGNOSIS

Supports Learning Objectives:

Students will be able to adapt a conceptual framework to different contexts and apply it to diagnose and fix organizational performance issues.

Week 6
June 11-17

and

Week 7
June 18-24

Tasks and Readings:

1. Review lecture video and slides
2. Swanson, R. (2007). *Analysis for Improving Performance Tools for Diagnosing Organizations and Documenting Workplace Change*. San Francisco, CA: Berrett-Koehler Publishers, Ch. 1, 5, 6.
3. Read NASA Case
4. Answer questions in discussion forum
5. Performance Improvement Proposal assignment:
   Due on June 24, 11:59pm

Supplemental Readings:

- Swanson, R. (2007). *Analysis for Improving Performance Tools for Diagnosing Organizations and Documenting Workplace Change*. San Francisco, CA: Berrett-Koehler Publishers (entire book).

Week 8
June 25 - July 1

June 25 Last day to drop with DR/WI

MODULE 6: THE PERFORMANCESTAT APPROACH

Supports Learning Objectives:

Students will be able to identify context factors that will make PerformanceStat more effective and explain a strategy how organizations can create such factors. Students will also discuss the pros and cons of using a more "aggressive" performance system like Stat.

Tasks and Readings:

1. Review lecture video and slides
2. Behn, R. (2008). Designing Performancestat: Or What Are the Key Strategic Choices that a Jurisdiction or Agency Must Make When Adapting the CompStat/CitiStat Class of Performance Strategies? *Public Performance & Management Review* 32(2): 206-235.
3. Hatry, H. and E. Davies. (2011). *A Guide to Data-Driven Performance Reviews*. Washington, D.C.: IBM Center for the Business of Government.
4. Watch Baltimore Case video
5. Answer questions in discussion forum

Supplemental Readings:

- Eterno, J., Barrow, C., and E. Silverman. (2017). Forcible Stops: Police and Citizens Speak Out. *Public Administration Review* 77: 181–192.
- Moynihan, D. (2005). Goal-Based Learning and the Future of Performance Management. *Public Administration Review* 65(2): 203-216.

Week 9
July 2-8

July 4th - Independence Day University Closed

MODULE 7: PERFORMANCE DATA, BIASES, AND HUMAN BEHAVIOR

Supports Learning Objectives:

Students will be able to reflect on their own decision-making at work. Students will also discuss ways to adapt performance systems, so that

they account for some of the biases and idiosyncrasies of human decision-making.

Tasks and Readings:

1. Review lecture video and slides
2. Olsen, A. (2015). The Numerical Psychology of Performance Information: Implications for Citizens, Managers, and Policymakers. *Public Performance & Management Review* 39(1): 100-115.
3. Baekgaard, M. and S. Serritzlew. (2015). Interpreting Performance Information: Motivated Reasoning or Unbiased Comprehension. *Public Administration Review* 76(1): 73-82.
4. Answer questions in discussion forum

Supplemental Readings:

- Moynihan, D., P. Nielsen and A. Kroll. (2017). "Managerial Use of Performance Data by Bureaucrats and Politicians." In *Experiments in Public Management Research: Challenges and Contributions*, edited by O. James, S. Jilke, and G.Van Ryzin (pp. 270–290). Cambridge University Press.
- Nielsen, P. and D. Moynihan. (2017). How Do Politicians Attribute Bureaucratic Responsibility for Performance? Negativity Bias and Interest Group Advocacy. *Journal of Public Administration Research and Theory* 27(2): 269-283.

Week 10 July 9-15	**MODULE 8: TOOL III: PERFORMANCE ANALYSIS** **Supports Learning Objectives:** Students will be able to analyze performance data using MS Excel, discuss the findings in a memo and make a recommendation to a decision-maker. **Tasks and Readings:** 1. Watch lecture videos 2. As needed, review Excel handout and sample data 3. Performance Analysis Memo assignment: **Due on July 15, 11:59pm** **Supplemental Readings:**

- Wang, X. (2010). *Performance Analysis for Public and Nonprofit Organizations*. Sudbury, Mass.: Jones and Bartlett.

MODULE 9: THE PERFORMANCE OF PERFORMANCE SYSTEMS IN A DEMOCRACY

Supports Learning Objectives:

Students will be able to outline and assess processes how to develop performance systems that champion a particular set a values. Students will also discuss ways through which performance systems can harm or reinforce democratic-constitutional values.

Tasks and Readings:

1. Review lecture video and slides
2. Rosenbloom, D. (2007). Reinventing Administrative Prescriptions: The Case for Democratic-Constitutional Impact Statements and Scorecards. *Public Administration Review* 67(1): 28-39.
3. Ammons, D. and C. Stenberg. 2007. Commentary on Reinventing Administrative Prescriptions: The Case for Democratic-Constitutional Impact Statements and Scorecard. *Public Administration Review* 67(1): 1-8.
4. Answer questions in discussion forum
5. Implementation Paper assignment:
   Due on July 25, 11:59pm

Week 11
July 16-23

and

Week 12
July 23 - July 27

Supplemental Readings:

- Kroll, A. (2017). Can Performance Management Foster Social Equity? Stakeholder Power, Protective Institutions, and Minority Representation. *Public Administration* 95(1): 22-38.
- Wichowsky, A. and D. Moynihan. (2008). Measuring How Administration Shapes Citizenship: A Policy Feedback Perspective on Performance Management. *Public Administration Review* 68(5): 908-920.