

# Public Affairs 6890: Scorecards & Dashboards

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Ohio State University- John Glenn School of Public Affairs

Fall Semester 2013 (2<sup>nd</sup> session)

Thursdays 6:00PM - 7:50PM (1 semester hour)

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Office hours: After regularly scheduled classes, or by appointment

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## **Objectives**

This course will provide students with a practical overview of the use of scorecards in the public sector. Students will learn background on strategic measures; and build mission statements, strategy maps/logic models, and corresponding scorecards. Students will critically analyze existing measurement systems in use by public organizations.

## **Required course resources**

All the readings on the syllabus are required. The following book should be purchased:

1. Niven, Paul. *Balanced Scorecard: Step-by-Step for Government and Nonprofit Agencies*. ISBN-13 9780470180020
2. Additional readings posted on Carmen and/or provided during class.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

## **Class policies**

- **Attendance and participation policy.** Regular class attendance and participation is a crucial aspect of this course. Attendance will be taken at every class and excessive absences will adversely affect your final grade. Additionally, consistently failing to read assignments and participate in class discussions will adversely affect your final grade.
- **Collegial classroom environment.** This course is a critical examination of issues from numerous viewpoints. As such, discussion will play key roles in

the weekly class meetings. It is imperative that participation be collegial, constructive, and respectful.

- **Incomplete policy.** Students will receive the grade earned at the end of the semester. No incomplete grades will be recorded without official, University-approved written documentation.
- **Disability Statement.** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.
- **Academic Integrity.** (Academic Misconduct) from  
From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's *Code of Student Conduct*, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct. Other sources of information on academic misconduct (integrity) to which you can refer include

The Committee on Academic Misconduct web page:  
<http://oaa.osu.edu/coam.html>

*Ten Suggestions for Preserving Academic Integrity:*  
<http://oaa.osu.edu/coamtensuggestions.html>

*Eight Cardinal Rules of Academic Integrity:*  
[www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

## **Grading**

|                              |            |
|------------------------------|------------|
| Weekly Reading Reflections   | 30%        |
| Group Project                | 30%        |
| Critical Review              | 30%        |
| Attendance and Participation | <u>10%</u> |
|                              | 100%       |

## **Grading Scale**

|    |         |
|----|---------|
| A  | 93-100% |
| A- | 90-92   |
| B+ | 87-89   |
| B  | 83-86   |
| B- | 80-82   |
| C+ | 77-79   |
| C  | 73-76   |
| C- | 70-72   |
| D+ | 67-69   |
| D  | 60-66   |
| F  | 0-59    |

## **Assignments**

- **Weekly Reading.** Students will complete a one-page reflection summarizing and analyzing the weekly reading assignments, which will be submitted to Carmen by 5:00 the day of class.
- **Critical Review.** Students will conduct a 5-6 page critical review of a real-life scorecard utilized in a public sector organization. More details will be given on the assignment. All papers must be APA Style, typed, double-spaced, stapled, have page numbers, one inch margins and no bigger than 12 font.
- **Group Project.** Small groups, based on content interest (such as education, health care, etc.), will develop a scorecard based on weekly activities including mission statements and strategic mapping—which will be presented during the last class.
- **Participation** is a key component of this course. Your attendance participation grade includes not only discussion in class, but also how well you are prepared to answer questions or comments.
  - Participation in any scheduled online activities.
- Assignments turned in after the due date will not be accepted.

## **Schedule**

(Subject to change at discretion of the Instructor)

### **Week 1: Introduction to Scorecards in the Public Sector**

Introduction to the use of scorecards in the public sector including comparisons to strategic measures in the private sector. Overview of Balanced Scorecard approach, analysis of definitional approaches to

efficiency and effectiveness, and variations in purpose such as performance and accountability.

## **Week 2: Real-life case: Report cards in education**

Instructor will detail experience of developing a scorecard system for Accountability in the Public Sector. This will include legislative requirements, understanding of political contexts, implementation challenges, presentation of product, measures of success, and issues for continuous improvement.

Assignment Due: Reading Reflection 1

Readings:

Niven Chapters 1-4

Building the Balanced Scorecard in Public Sector Organizations

<http://www.odgroup.com/articles/public-sector-balanced-scorecard/>

Ohio Department of Education, Local Report Card

<http://localreportcard.education.ohio.gov>

## **Week 3: Mission Statements**

Week 3 will focus on the importance of strategic mission statements to guide the development of scorecards. Class activities will include discussion of example mission statements, and groups (based on content interest) developing a mission statement that will drive the group presentation.

Assignment Due: Reading Reflection 2

Readings:

Niven Chapter 5

Weiss, J. A. S. K. P. (October 01, 1999). The value of mission statements in public agencies. *Sage Public Administration Abstracts*, 26, 3.)

## **Week 4: Strategy Mapping/Logic Models**

Week 4 will focus on the development of strategic maps and logic models to drive scorecard development. Small group teams will convene to development map/model to drive project scorecard

Assignment Due: Reading Reflection 3

Readings:

Niven Chapters 6-7

Shand, D. (December 01, 2009). Local Government Scorecard: Could Do Better. *Public Sector*, 32, 4, 5.

Roth, F. (January 01, 2008). Real information, real results: the Albuquerque Bernalillo County Water Utility Authority uses a logic model to evaluate its operations and service delivery

levels, determining if its performance measures are leading to the correct results.(Best Practices). *Government Finance Review*, 24, 4.)

### **Week 5: Developing Measures**

Week 5 shifts towards developing specific measures based on the strategic decisions outlined in maps. Discussion of input, outputs, and outcome measures. Small groups will convene to begin developing measures for group project.

Assignment Due: Reading Reflection 4

Readings:

Niven Chapters 8-11

Blueprint for a secure energy future

[http://www.whitehouse.gov/sites/default/files/blueprint\\_secure\\_energy\\_future.pdf](http://www.whitehouse.gov/sites/default/files/blueprint_secure_energy_future.pdf)

Performance.gov

<http://sustainability.performance.gov/>

### **Week 6: Practical Examples from Public Sector**

Examples from public sector scorecards will be reviewed and analyzed including Charlotte, Homeland Security, Office of Management and Budget (OMB) Sustainability and Energy Scorecards

Assignment Due: Critical Review

Readings:

Niven Chapter 12

Niven and Kaplan. The Balanced Scorecard. *School Administrator*, v67 n2 p10-15 Feb 2010

### **Week 7: Group presentations**

Assignment Due: Group Presentation

Readings:

Niven Chapter 13

other **TBD**

**Important Dates**

(Subject to change at discretion of the  
Instructor)

October 17: First day of class

November 28: Paper due

Group Presentations: TBD

SAMPLE