PUBAFRS 7554
Performance Management in the Public Sector
Summer 2016

Professor: Guy V. Worley
Time: Thursday, 5:30-8:15 PM
Building/Room: Page Hall – Room 0040
Phone: (614) 545-5284
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Course Description:

Performance Management has been used by the private sector for decades, but is now being adopted at all levels of government as a management tool to help government organizations become more effective and efficient. This course will provide students with an understanding of performance management principles including how to create useful performance information, how to use performance data to manage operations, how to use performance information to develop more effective employees, and how to use performance information to make financial decisions.

Federal, State, Local and quasi-governmental case studies will be examined on how elected officials and public/non-profit sector managers are using these tools to determine what programs should continue to receive investment and which programs should be discontinued because they are not producing the results that were intended (i.e. Performance/Budget integration). Real world examples will be reviewed on how public sector leaders are using performance information to operate programs more effectively and using that information to justify additional funding and gain public support for their programs.

Course Calendar:

May 12      Course Overview
Introduction to Performance Management: What is it? Why do it? Where and how is it done?

May 19      Performance Management - Case Study
City of Austin, Texas

Readings:


2. Mike Ervin, City of Austin, Texas Managing for Results Case Study, ICMA
May 26  Meaningful Performance Information, Monitoring and Reporting
Readings:


2. Richard J. Fischer, An Overview of Performance Management, ICMA

June 2  Performance Management - Federal Case Study
Office of National Drug Control Policy
Readings:


June 9  LeanOhio – “Leaning up State Government” – State of Ohio, Case Study
Readings:


2. www.lean.ohio.gov

June 16  Midterm Paper Due and Group Presentations

June 23  Performance Budgeting - Case Studies:
State of South Carolina  Snohomish County
State of Washington  City of San Jose
Readings:


3. Brook Myhre, Deborah Powell, Randy Turner 2003, Investing in Results, City of San Jose, California Case Study.

4. Aaron Reardon, Snohomish County Executive’s “2005 Budget Address”.
5. Wolfgang Opitz “Advice from the Trenches: A View from inside the State of Washington’s POG”.


**June 30**  
**Performance Stat – Case Studies**

**Readings:**


**July 7**  
**Performance Contracting**

**Readings:**

1. Elisa Vinson 1999 “Performance Contracting in Six State Human Service Agencies” Urban Institute “Series - Governing for Results and Accountability”.

2. Peter Frumkin 2001 “Managing for Outcomes: Milestone Contracting in Oklahoma” PricewaterhouseCoopers Innovations Management Series

**July 14**  
**Experience Columbus (Convention and Visitors Bureau): Economic Impact of Conventions and Tourism on the Columbus Economy**

**Readings:**

1. Steve Wartenberg 2013 “Gloves are off as cities compete for convention and tourism business” - The Columbus Dispatch


**July 21**  
**Employee Performance Management**

**Reading:**


**July 28**  
**Final: Performance Management and Budgeting Paper Due (Group Presentations)**

**Assignments:**  
This course is graded on a system of 100 points.

**Class participation and preparation 20%**
Attendance at each class session for the entire class meeting period
Completion of reading assignments prior to the class for which they are assigned
Contribution to class discussions
Group evaluation of contribution to paper and presentation

**Performance Management paper and presentation 40%**
A Group paper and presentation will be required for the performance management section of the course describing how a state/local/federal agency is improving their performance using the PM strategies we have discussed in class. The group will be required to discuss the methodology used by the department to implement performance management, the measures being utilized to determine success and the quantifiable results from these actions. What strategies are being employed to get buy in from the management to front line employees; what resources were required; has this process/new culture led to continuous improvement or has improvement been short lived.

**Performance/Budget integration paper and presentation 40%**
A group paper and presentation will be required to discuss how federal/state/local governments are using performance information to make financial decisions regarding program’s success or failure. Detail how a successful government is utilizing this information to inform decision makers on what programs should be eliminated because they are not producing intended results. Additionally provide insight into a government that is using performance information to show how their programs are producing intended results that their citizens want and by using this information have gained public support in gaining more financial investment.

**Grading Scale**

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<th>Score Range</th>
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<td>93-100</td>
<td>A</td>
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<td>90-92</td>
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<td>88-89</td>
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<td>63 &amp; below</td>
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**Academic Integrity (ACADEMIC MISCONDUCT)**
(From: [http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement](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.

**Accommodation Policy**
“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/](http://www.ods.ohio-state.edu/).”