



THE OHIO STATE UNIVERSITY

JOHN GLENN SCHOOL
OF PUBLIC AFFAIRS

Performance Management in the Public Sector

PUB AFRS 7554
Fall 2020

Online (Credit hours: 3)

Professor

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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 Objectives

Course will address the challenges managers will face in measuring their performance and using those measures to manage resources, people and technology. The following topics will be covered:

- Why performance matters. Framework for performance management.
- Strategic planning and performance management.
- Performance measurement: the differing types and levels of metrics
- Logic models: connecting inputs to performance outcomes
- Goal setting: choosing and prioritizing objectives

- Analysis: using data to report on performance
- Performance management: using data to manage people and resources

Required Readings

Poister, T. H., Aristiguenta, M. P., Hall, J. L., **Managing and Measuring Performance in Public and Nonprofit Organizations: An Integrated Approach**, 2nd Edition, John Wiley & Sons, 2015, ISBN 9781118439050.

The book is available online via OSU library.

Each student will also design his or her own reading lists tailored to specific research topics.

Course Format

The class will be a fully online class with an asynchronous delivery mode. This means that 100% of the course content is delivered online in an asynchronous way, such that students will need to read course materials, complete case studies, and/or watch videos, and complete all assignment online. No synchronous zoom meeting will be hosted for the course. In order to succeed in this class, students are required to carefully complete the asynchronous online portion of the class activities, including readings, slides, videos, audios, and online interactions, and most importantly, all the weekly assignments.

Assignments are to be submitted in Carmen by the dates and times specified below.

Course Requirements and Evaluation

Vlog self-introduction	3%
Discussions, First draft and Peer Review (3% each, 7 in total)	21%
Scatter plot exercise	12%
• <i>Discussions (3% each, 2 in total)</i>	
• <i>Written reports (3% each, 2 in total)</i>	
Major written assignments	40%
• <i>Logic model assignment:</i>	10%
• <i>Balanced score card assignment</i>	10%
• <i>Performance budgeting assignment:</i>	10%
• <i>Stakeholder assignment:</i>	10%
Final paper:	15%
Final presentation:	9%

Scatter plot exercises:

For this activity, students will work in small groups of 4-5 to collaboratively draft out their responses to the Scatterplot Exercise, which describes methods and practices through which public sector leadership can successfully use performance and funding trends in their daily planning and decision making. Use the discussion board to talk further about the case and work on your collaborative responses to each question. Once finished, please submit your finished Scatterplot Exercise for a grade.

Logic model assignment:

This is the first assignment. Students are required to develop a logic model for an organization of their own choice. Requirement: one to two page double space or 250-500 words plus a logic model figure.

Balanced scorecard assignment:

Develop a balanced score card for your organization, by filling in the goals and measures you will use to evaluate measures that drive organizational performance along four dimensions: financial, internal business, innovation and learning and customer perspectives. Put at least three sets of goals and objectives under each of the four dimensions. Provide a 500 word narrative to describe: A: why these goals and measures are important and why they are valid. B: whether these measures will be collected from existing sources (and where), or if you need to start a new data collection process (and if yes, who should be in charge in collecting relevant measures)

Performance budgeting assignment:

Keep track of your own organization’s budget and determine performance indicators and consider ways to improve your organization’s process and performance.
Requirement: two page double space or 500 words.

Stakeholder assignment:

Discuss strategies to engage stakeholders, present a plan for stakeholder engagement and feedback and come up with plans to circulate such a plan to stakeholders.
Requirement: two page double space or 500 words.

Final paper:

Integration of four assignments with a performance management system with specific indicators and quality control.
Requirement: 10 page double space or around 2000 words.

Final presentation:

Students will conduct a 10 minute presentation of their final paper, and upload the recordings to carmen. The presentations will count as 9% of your final grade in the course. Students will be graded upon clarity of presentation, degree of organization and time management, quality of slides, and Q & A interactions.

Grading Distribution

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Transformation of numerical grade to letter grade will be according to the schedule below:

A	93 – 100	B-	80 – 82	D+	68 – 69
A-	90 – 92	C+	78 – 79	D	64 – 67
B+	88 – 89	C	73 – 77	E	63 and below
B	83 – 87	C-	70 – 72		

Academic misconduct

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

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

Glenn College Diversity

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

Disability Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; 614-292-3307;
slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling **614-292- 5766**. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at **614--292--5766** and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at **1-800--273--TALK** or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .

Class Schedule

	Topic	Readings and Lectures	Deliverables
Week 1 (Aug 25-29)	Introduction to performance management	Readings: Chapters 1 Video Lecture 1 posted on carmen	<u>VLOGS:</u> Due 11:59pm Sep 3 rd .
Week 2 (Aug 30-Sep 5)	Concepts and foundations	Readings: Chapters 2 Video Lecture 2 posted on carmen	<u>Discussions: Performance Management in our Professional Lives</u> Due 11:59pm Sep 5 th
Week 3 (Sep 6-12)	Program logic models and performance measures	Readings: Chapters 3 Video Lecture 3 posted on carmen E-learning module: logic models Two papers on the relationship between race and performance management (posted on carmen)	<u>Discussions: Race and performance management</u> Due 11:59pm Sep 12 th
Week 4 (Sep 13-19)	Targeting results	Readings: Chapters 4 Video Lecture 4 posted on carmen	<u>Logic model first draft</u> Due: 11:59pm Sep 19 th on carmen
Week 5 (Sep 20-26)	Defining performance indicators	Readings: Chapters 5 Video Lecture 5 posted on carmen	<u>Peer review (logic model)</u> Due: 11:59pm Sep 26 th on carmen
Week 6 (Sep 27-Oct 3)	Reporting performance data	Readings: Chapters 6 Video Lecture 6 posted on carmen	<u>Logic model final draft</u> Due: 11:59pm Oct 3 on carmen
Week 7 (Oct 4-10)	Analyzing performance information	Readings: Chapters 7 Video Lecture 7 posted on carmen	<u>Scatter plot exercise I</u> Discussions: Monday to Friday Written Exercise Due: 11:59pm Oct 10 on carmen
Week 8 (Oct 11-17)	Performance Information & Strategic Management	Readings: Chapters 8 Video Lecture 8 posted on carmen	<u>Scatter plot exercise II</u> Discussions: Monday to Friday Written Exercise Due: 11:59pm Oct 17 on carmen
Week 9 (Oct 18-24)	Performance-based budgeting	Readings: Chapters 9 Video Lecture 9 posted on carmen	<u>Balanced Score Card assignment</u> Due: 11:59pm Oct 24 on carmen
Week 10 (Oct 25-31)	Managing employees, programs and units	Readings: Chapters 10 Video Lecture 10 posted on carmen	<u>Peer Review: Balanced Score Card</u> Due: 11:59pm Oct 31 on carmen
Week 11 (Nov 1-7)	Improving Quality and Process	Readings: Chapters 11 & 12 Video Lecture 11 posted on carmen	<u>Performance budgeting assignment</u> Due: 11:59pm Nov 7 th on carmen
Week 12 (Nov 8-14)	Soliciting stakeholder feedbacks	Readings: Chapters 13 Video Lecture 12 posted on carmen	<u>Peer Review: performance budgeting assignment</u> Due: 11:59pm Nov 14 th on carmen

Week 13 (Nov 15-21)	Benchmarking	Readings: Chapters 14 Video Lecture 13 posted on carmen	<u>Stakeholder Assignment</u> Due: 11:59pm Nov 21 st on carmen
Week 14 (Nov 22-28)	Designing and implementing effective management systems	Readings: Chapter 15 Video Lecture 14 posted on carmen	<u>Peer Review: stakeholder assignment</u> Due: 11:59pm Nov 28 th on carmen
Week 15 (Nov 29-Dec 4)	Final presentations	No readings	<u>Vlog presentation</u> Due: 11:59pm Dec 4 on carmen
	<u>Final paper due: 11:59pm, Dec 7th</u>		