

# PA895 Performance Management

Fall Semester 2009

**Instructor:** Donald P. Moynihan  
**Time:** Wednesday 1.20-3.15 p.m.  
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**Office Hours:** Wednesday 10 a.m. – noon or by appointment

## Course Objectives

Increasingly public managers are told to demonstrate and raise performance. But what exactly does performance mean? And how does one go about improving it? This course introduces students to the concept of performance management to students, both as an intellectual topic in the academic world of public management, and as a practical goal for actual public managers. The course includes discussion of how to define and argue about performance in the public setting; different tools that aim to raise performance; recent reforms at the federal, state and local level; and alternative theories of performance, including learning.

## Readings

Hatry, Harry. 2007. *Performance Measurement: Getting Results*, 2<sup>nd</sup> edition. Washington D.C.: The Urban Institute.

Moynihan, Donald P. 2008. *The Dynamics of Performance Management: Constructing Information and Reform*. Washington D.C.: Georgetown University Press.

These should be available at Underground Textbooks.

The rest of the course readings will be a series of book chapters and articles. All assigned readings are either available on electronic reserve or will be distributed to you prior to class. A reader will be available for purchase from Pickwick Papers at 1401 University Ave. You will have to reserve the readers a day in advance.

## Course Requirements

Students will need to fulfill the following requirements:

1. Complete all reading assignments. Come to class with questions/comments to ask of the instructor and fellow students. Class sessions will not summarize the reading but rather will provide the larger systemic context, integrate the materials and explore the implications of the readings.
2. Participate in class discussion. This means actively engaging in discussions of the reading and the cases. For all classes student participation will be a major component. In particular, any class with a case study assigned will focus on student debate of the case. To participate, you will need to be in class, so please let me know in advance if you cannot attend. For each class I will assign a number of class discussion questions that we

will engage in during class. When you read your readings, keep the questions in mind, and keep notes. Come to class prepared to discuss these questions.

3. Complete grading requirements on time. Case memos must be submitted by the **beginning** of the class on the day the case is assigned in the syllabus. Email me all work as a Word document.

## Cases

There will be a number of cases memos scattered throughout the class. The goal of the case studies is to improve your ability to think about a complex scenario, and write a short and concise analysis of this situation. Some of the memos will use hypothetical case studies. Some of the memos will require you to look at a real professional situation. For instance, on project will require students to compare, assess and rank the performance information of five state governments in the same functional area. The memos should display a critical analysis of the main issues of the case, not a summary.

A typical teaching case tells a story (that is, something happened, then something else happened, then something else happened, and so on) about a problem or issue facing a public manager and brings the reader to a point at which a decision must be made. A good way to get to the heart of a case is to try and summarize the story in case in one sentence. You may be asked for such summaries during case discussions.

A quality of a good teaching case is that there is no obvious right answer. Rather, there are many possible answers (decisions, solutions), each of which has advantages and disadvantages and about which reasonable people may disagree. You will be asked to make a good argument for the answer that you believe is the best one. Each case is intended to force a decision of some kind, and if you complete a memo without making some sort of recommendation you will lose points. You must take account of the pros and cons of the approach you are recommending, supporting your answer with evidence from the case and theoretical insights from the readings. Good arguments usually require a close and insightful reading of the case.

Case discussions will generally focus on the actions or problems of public managers in the case as they are caused or influenced by contextual (structural or institutional) factors. You may be asked, "What would you do (and why)?" You may be asked to play the roles of actors in the case, and there may be brief, spontaneous, in-class "role plays." You should take this role playing (that is, the issues facing the actors in the case) seriously, but it is OK to have some fun with it.

To prepare for a case discussion, read the case and answer the following questions:

- Who is the decision maker? What decision is to be made?
- What are the decision maker's objectives?
- Are there other important actors?
- What are their objectives?
- What are the key issues (matters of fact or assumption that must be resolved in reaching a decision)?
- What is the context (constraints/opportunities)?

- What alternatives should the decision maker consider?
- What would you do, and why?

### *Grading the Cases*

My way of scoring the memos is that everyone starts with a maximum score, and I mark down where I observe a serious problem. The overall criterion is whether you make a strong and clear argument. A strong argument requires the use of evidence where possible, including theory and evidence from course readings, logical claims that are persuasively presented, an ability to meet counter-claims. More specifically, here are the major items I look for:

- Does it cover the major points? Or is there some major aspect of the case you overlooked? In practice, this means that you should deal with the central issue of the case, and when making a recommendation, demonstrate awareness of arguments against your point of view.
- Is there a significant flaw in the logic of your argument? If I think the flaw is so bad as to lead you to offer bad advice, the penalty is doubled.
- If you present the right conclusions, but do not support them with the level of analysis or detail to be really persuasive.

Any of the above failings will usually see you lose a point or more on a 7 point memo. Style, and basic errors will be included as considerations if you are on the borderline between a grade, unless they actually weaken your ability to deliver a coherent memo, in which case they will be counted for more. If you failed to fundamentally understand or answer the assignment question you are looking at a possible fail.

The syllabus includes instructions for each memo, including page limit. You may use single space, 12-font and one inch margins. In drawing on materials to use you should look for support from the readings assigned for that topic, and other readings in the course. If you wish to look on the web for additional resources and arguments, by all means do so, but always cite any external source for quotation, fact, idea, etc.

### **Class Paper**

The class paper is the major research component of the class. In this assignment, the student will be expected to undertake an analysis of performance management in a public or nonprofit agency. The subject of the topic, research strategy, and structure and content of the paper should be decided in consultation with the Professor through a series of meetings throughout the semester. I am happy to meet with you as frequently as needed to put together a project you can be proud of.

### *What are the research questions?*

This will be a semester-long project and you should start as soon as possible. The paper should a) briefly describe the history and nature of the performance management framework in the agency studied, including external requirements for performance measures/strategic planning,

plus internal performance management practices b) the nature and quality of agency goals and measures – e.g., Are they valid and clear? Are they outputs/outcomes? Is there a cross-time record? Do they change across time? Do strategic goals logically link to measures? c) the degree of use of performance information, and way in which data is used? and d) improvements that could be made to performance management in that organization.

*Does the paper have to fit the format outlined above?*

If you wish to modify the nature of the paper to what you consider to be a compelling performance management issue or something the organization considers important, please discuss with me as early as possible. I do want to make the exercise as useful as possible to you, so I will be open to suggestion here. There must, however, be a clear relationship with performance management as a reform and/or organizational performance. Possible examples are the role of leadership or culture on performance management, or an analysis of an effort to establish a performance management system where one does not currently exist.

*Is my organization a client or not?*

I am happy to have you do a project where you treat the organization as a client, but this is not required.

If you treat the organization as a client, this means providing a copy of the final analysis to the client, and being receptive to their requests (such as the nature of the research questions you pursue, a desire to see drafts, a presentation of your analysis to members of their organization). Even if you treat the organization as a client, the paper is still expected to meet analytical and intellectual expectations of the class, and any deviation from the format described above should be discussed with Professor Moynihan. A client-based approach has the benefit of possibly influencing how public management is undertaken by the client. You will also have to juggle the demands of the client, and may find yourself reluctant to be critical of perceived failings. A client-based approach is most suitable in situations where a relatively senior contact at the agency is genuinely interested in your analysis.

The alternative to a client-based approach is to simply analyze the organization without the expectation of providing a product to the organization. If you choose this option, the sole audience for the written component of the research will be Professor Moynihan

Whichever approach you take, the key thing is to be clear in your mind about what you are doing, and to avoid misunderstandings between you and your contacts at the organization.

*Is this a group or solo-project?*

Generally such research is solo-authored, but I am willing to entertain proposals for group projects (no more than 3 students), if multiple students decide that they wish to work together and the workload involved justifies a team approach.

To maintain incentives for respectful interaction and shared responsibility I will ask the team members to anonymously evaluate one another at the conclusion of the semester. Failure to behave as a responsible team member will mean the loss of up to one letter grade.

### *How do I find an organization to work on?*

For most of you, you will be responsible for selecting an organization to study. You should choose an organization consistent with your career interests. It will also help to choose an organization where it will be possible to interview staff. If you have worked or currently work with an organization, this would be a good choice.

### *Where do I get information?*

For most of the research questions posed above, you can look for the organizations strategic plan, performance reports, and budget. To get to the question of whether performance information is really being used or not, it would be helpful to interview one or more managers in the organization.

### *How long is the paper?*

Suggested length is 20 double-space pages, not including appendixes and citations, but students may produce a longer paper with the Professor's permission. The paper should demonstrate the application of the different topics covered throughout the course. The paper will be due on Dec. 15<sup>th</sup> at 9am. All final papers will be presented to the class on Dec. 2<sup>nd</sup> and Dec 9<sup>th</sup>.

### *Prospectus*

On October 14 send me a 1 page memo telling me which project you plan to study. Other details included in this memo will be a) whether you are treating the organization as a client or not, b) whether you wish to change your research question from the format outlined above, c) if your research paper will be a solo paper or a group project, d) how you plan to collect information, and what obstacles you may face, and e) what date do you prefer for your final presentation: Dec. 2<sup>nd</sup> or Dec. 9<sup>th</sup>.

### *Use Theory!*

The most frequent mistake that students make with their final paper is that they write very good descriptive accounts of the organization they are studying but neglect to apply theory from the class readings or other sources. Theory provides a means to explain and generalize what you find, so that you can generate lessons beyond one specific case. In some cases, you may develop findings that challenge existing theory or raise new questions. Think about which theories apply to your case, present them in the paper, and explain what sort of analytical pay-off they provide.

### **Grading**

The grading for the class will be made up case memos (60%), and your final paper (40%). There are eight cases assigned throughout the class, each worth 9% (except for the PART memo, worth 15%), and you will be graded on the best 5 of 8 memos, including the mandatory PART and contracting memo. You may complete all eight and have your best five count, or just the minimum required.

Course grades will be based on a modified curve. In general, one standard deviation above the class mean will earn an A, one standard deviation below the class mean will earn a C, unless the class mean is sufficiently high to warrant more A's and fewer C's. Anyone who scores over 90% will automatically receive an A.

### **Academic Integrity**

Failure to cite, or otherwise present written material prepared by others as your own work, will be considered plagiarism and treated accordingly. As commonly defined, plagiarism consists of passing off as one's own ideas, the words, writings, music, graphs/charts, etc that were created by another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. It does not matter from where the material is borrowed—a book, article, material off the web, another student's paper—all constitute plagiarism unless the source of the work is fully identified and credited. Plagiarism is cheating and a violation of academic and personal integrity and will not be tolerated. It carries extremely serious consequences. To avoid plagiarism it is necessary when using a phrase, a distinctive idea, concept or sentence from another source to reference that source in your text, a footnote, or endnote. I reserve the right to use search tools such as turnitin.com to examine student's work for plagiarism. By turning in memos and papers you will be giving me your permission to examine that work for plagiarism. Please note that unless otherwise explicitly specified all of the assignments are intended to be completed by individual students, without aid from other members of the class.

### **American with Disabilities Act**

The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please advise the instructor

## 9/2 Understanding Our Need for Performance

### Readings:

Hatry, Chapter 1-4

Moynihan, chapter 1-2.

*Case due:* Moynihan, Donald P. 2001. Strategic Planning and Performance Measurement: Setting Goals and Tracking Achievement in the City of Glenville. In Robert P. Watson, (Ed). *Public Administration: Cases in Managerial Role-Playing* (pp.152-155). New York: Longman Publishers. In a two-page memo, answer questions two, four and five posed at the end of the case.

### Class Discussion Questions:

- What does performance mean?
- Why do we need performance management in the public sector?
- What assumptions underpin performance management in the readings presented?

*Online resource:* Some of you might be interested in joining a listserv of academics/practitioners that deals with practical performance management issues they encounter. To join, go to: [https://email.rutgers.edu/mailman/listinfo/ppmrn\\_listserv](https://email.rutgers.edu/mailman/listinfo/ppmrn_listserv) A website that provides a host of practitioner-oriented materials on performance management is here: <http://ppmrn.morphatic.com/>

### Additional Readings: *How to write a good memo*

Electronic Hallways Materials: Memo Writing,  
Brief Guidelines for Writing Action Memos,  
Writing Effective Memos.

## 9/9 Basic Aspects of Performance Management

### Readings:

Hatry, Chapters 5-7

Metzenbaum. Shelly H. 2006. Performance Accountability: The Five Building Blocks and Six Essential Practices

*Case due:* Organizing Competition in Indianapolis: Mayor Stephen Goldsmith and the Quest for Lower Costs (Parts A&B).

In a **one page** memo, outline the advice you would give to the Mayor – should he continue with the bid process?

### Class Discussion Questions:

- What are the basic tools associated with performance management?
- How do these tools fit together?

- What are advantages of strategic management (the equivalent term we have been using is performance management)?
- What is difference between strategic planning and management?
- Think about a particular public program you are familiar with – what sort of outcomes would be appropriate to measure performance?

## 9/16 Economic Theories of Incentives; Principal-Agent Theories

**Important: this class will be a joint class with EPS 780: Accountability, Incentives, and Education. Professor Doug Harris will lecture, and the class will be located at 1252 Education Sciences. The class begins at 12pm and runs until 3pm. Unless you have a conflicting class, you are expected to attend for the duration.**

### *Readings:*

Ehrenberg, R.G. & Smith, R.S. (2002). *Modern Labor Economics* (8<sup>th</sup> edition) Addison-Wesley. Chapter 11. Pages: 344-359, 366-370.

Friedman, M. (1962) “The role of government in education” in *Capitalism and Freedom*, Chicago: University of Chicago Press.

Glomm, G., Harris, D., & Lo, T. (2005). Charter school location. *Economics of Education Review*, 24(4), 451-457.

## 9/23 Performance Reform at the State Level

### *Readings*

Moynihan, chapters 3-5,

Berry, Frances S., Ralph S. Brower and Geraldo Flowers. 2000. “Implementing Performance Accountability in Florida.” *Public Productivity & Management Review* 23 (3): 338-358.

### *Case Due:* Kennedy School Case on Oregon Benchmarks

Writing from the perspective of Tyrens, what strategies would you employ to create legislative buy-in for the Progress Board and the benchmarks? 2 pages max

### *Class discussion questions:*

- The *Partial Adoption* chapter argues that US states have only half completed the job of implementing the New Public Management recipe for successful organizations. Should the US states pursue the other half of the reform equation, or are there reasons to believe that would be a mistake.
- What does the Berry et al piece on Florida tell us about how legislators work with new performance management systems?

## 9/30 Performance Reform at the Federal Level I: History

### *Readings:*

Mihm, J. Christopher, Implementing GPRA: Progress and Challenges, in Forsythe (ed), *Quicker, Better, Cheaper: Managing Performance in American Government*. Albany: Rockefeller Institute Press.

Radin, Beryl A. 2000. "The Government Performance and Results Act and the Tradition of Federal Management Reform: Square Pegs in Round Holes." *Journal of Public Administration and Research Theory* 10 (1):111-135.

*Case Due:* Broadnax, Walter D. and Kevin J. Conway, *The Social Security Administration and Performance Management*, in Forsythe (ed), *Quicker, Better, Cheaper: Managing Performance in American Government*. Albany: Rockefeller Institute Press.

In a two-page memo a) describe in detail what you consider to be the most important management factor for the success of GPRA in the SSA, and b) consider the extent to which the SSA lessons are transferable, or the extent to which they are particular to that agency.

### *Class discussion questions:*

- Mihm and Radin both examine the topic of GPRA, but have distinct perspectives. Where do they agree and where do they differ? Which author do you find more useful from a practitioner standpoint? More convincing?

## 10/7 Performance Reform at the Federal Level II: The Program Assessment Rating Tool

*Readings:*

Hatry, chapter 13

Moynihan, chapters 6-8

Gilmour, David. Implementing OMB's Program Assessment Rating Tool (PART): Meeting the Challenges of Integrating Budget and Performance

*Guest speaker:* Amber Wichowsky, former member of the OMB

*Case Due: PART analysis*

The OMB has submitted the President's FY 2010 budget to Congress, along with a series of performance evaluations arising from the Program Assessment Rating Tool.

Prepare a memo on the PART, 4 page single space-maximum.

Pick one or two programs, and examine the OMB PART analysis. Examine the program yourself--the agency's strategic plan and performance report should provide such information. Briefly describe the program, and consider whether the PART evaluations of the OMB were fair and accurate, and explain why you agree or disagree with the OMB solution. Consider what stakeholders will be impacted and their reaction. How else might the performance information have been interpreted? Offer a budget recommendation for each program in terms of funding for the coming year (use the table below to summarize such information). You should use your analysis of the program to offer some answers to the following questions: How reliable is the PART? What are its strengths and weaknesses? How do you expect it to change budgeting and management?

Program name	OMB PART evaluation	My PART evaluation	FY 2008 actual	FY 2009 estimated	FY 2010 President's recommendation	FY 2010 My recommendation

*Information Sources:*

In assessing the program you need to become an expert on this particular area. Gather what information you can about it from agency websites, think tanks, newspapers (including govexec.com) and other sources (such as the Government Accountability Office). Be careful to cite sources.

The PART tool: <http://www.whitehouse.gov/omb/part/>

Actual PART analyses: [www.expectmore.gov](http://www.expectmore.gov) (go to Details and Current Assessment of this program for current assessment)

Detailed budget info: <http://www.whitehouse.gov/omb/budget/fy2007/appendix.html>

PART training materials can be found here:

<http://www.whitehouse.gov/omb/part/index.html#supporting>

## 10/14 The Dark Side Of Performance Management

**Please note that this class will be jointly held with students from EPS 780: Accountability, Incentives, and Education. Professor Moynihan will lecture, and the class will be held at the usual location, Sterling 2335.**

### *Readings:*

von Thiel, Sandra and Frances Leeuw. "Performance Paradox." *Public Performance and Management Review*

Hood, Christopher. 2006. Gaming in Targetworld: The Targets Approach to Managing British Public Services. *Public Administration Review* 66 (4): 515-521.

Courty, Pascal, and Gerald Marschke. 2007. Making Government Accountable: Lessons from a Federal Job Training Program. *Public Administration Review* 67 (5): 904-916.

Moynihan, Donald P. 2008. "The Normative Model in Decline? Public Service Motivation in the Age of Governance." In James L. Perry and Annie Hondeghem (Eds.), *Motivation in Management: The Call of Public Service* (247-267). Oxford: Oxford University Press.

### *Case Due: New York and Houston School Problems*

Basing your answers on either one or both of the cities discussed, describe:

- The incentive structure that caused the problems to occur
- Potential solutions to eliminate these problems in the future

Write from the position as an education analyst in the federal Department of Education, and address your memo to Secretary Duncan, head of the Department of Education. Your memo should not exceed one page.

### *Class discussion questions:*

- Identify three ways in which performance measures negatively impact the incentives and behavior of public officials.
- Is it possible to have a performance management system that holds people accountable, but also encourages genuine performance?

*Due:* Final paper prospectus

## 10/21 Performance Management and Contracting

### Readings:

Brown, Trevor L., Matthew Potoski and David Van Slyke. Managing Public Service Contracts: Aligning Values, Institutions and Markets. *Public Administration Review* 66(3): 323-331.

Carolyn Heinrich and Youseok Choi. 2007. "Privatization and Performance Based Contracting in Public Welfare Programs." *American Review of Public Administration*. 37(4): 409-435

Hodge, Graeme. 1999. "Competitive Tendering and Contracting Out: Rhetoric or Reality." *Public Productivity and Management Review*. 22:4:455-469.

Behn, Robert and Peter Kant. 1999. "Strategies for Avoiding the Pitfalls of Performance Contracting." *Public Productivity and Management Review*. 22:4:470-489.

*Guest speaker:* Jennifer Noyes, Institute for Research on Poverty

## 10/28 Contracting Exercise

### Readings

Romzek, Barbara S. and Johnston, Jocelyn M. 2005. State Social Services Contracting: Exploring Determinants of Effective Contract Accountability. *Public Administration Review* 65 (4): 436-49.

Mandell, Myrna P. and Robin Keast. 2008. Evaluating the effectiveness of interorganizational relations through networks. *Public Management Review* 10 (6): 716-31.

*Online material:* If you are particularly interested in non-profit performance, the attached Urban Institute publication *Building a Common Outcome Framework to Measure Nonprofit Performance*, should be helpful:

[http://www.urban.org/UploadedPDF/411404\\_Nonprofit\\_Performance.pdf](http://www.urban.org/UploadedPDF/411404_Nonprofit_Performance.pdf)

### *Case Due:* Government/Nonprofit Contracting Exercise (mandatory)

The case is a combination of a class memo and in-class exercise. The goal of the case is to develop a contract between a Local Mental Health Board (LMHB) and a nonprofit mental health services agency (Bridge). The case has its own instructions, which you should follow unless they contradict the instructions I lay out below. The following steps are involved:

- 1) Prepare a contract for the provision of services. Your initial contract is intended to further the goals of the entity you represent and be at least minimally acceptable to the other party. If your surname starts with a letter between A-M, you will represent the LMHB, and surnames N-Z will represent Bridge. Note that each individual prepares his/her own contract, and will accompany it with a 1-2 page explanatory memo that covers the basic principles behind the contract. Email me the contract and explanatory note before class (Please let me know also if you do not plan on completing this exercise).

- 2) In class, each side will spend about 25 minutes turning the multiple contracts into one. Bring your laptop if you have one, but I will have mine on hand.
- 3) Following that, the LMHB and Bridge will negotiate a final contract for an additional 30 minutes.
- 4) This will be followed by a discussion period.

*Class discussion questions:*

What sort of complications do the readings identify in performance contracting?

## **11/4 Organizational Learning**

*Readings:*

Hatry, Chapter 8-12

Arygris, Chris and Donald Schon, chapter 1, *What Is An Organization That It May Learn?*

Moynihan, chapter 9-10

*Class discussion question:*

- Why is performance information used so rarely in decisions, and is it possible to encourage increased use?
- How can agencies make performance data more useful?
- What can organizational learning teach us about performance management?
- What barriers limit organizational learning? Are such barriers more common in the public/nonprofit sector?

## 11/11 Fostering the Use of Performance Information: The Stat Model

### Readings:

Behn, Bob. 2006. The Varieties of Citistat. *Public Administration Review*. 66 (3): 332-341.

Nicolini, Mark and Erick Shamberger. 2007. Adjusting Management Strategies: City of Milwaukee's AIM Program. *Government Finance Review*. October, 37-42.

### Online material (check out before class):

See links to other Stat models including a promotional video for the CitiStat approach in Baltimore (approximately 8 minutes) here:

<http://www2.co.multnomah.or.us/Public/EntryPoint?ct=4a1c7b51a1b9f010VgnVCM1000003bc614acRCRD>

The state version for Maryland can be found here: <http://www.statestat.maryland.gov/>, and a summary of this approach can be found here: <http://www.governing.com/article/stat-governor>

A video about Washington States Stat model, GMAP, can be found here (approximately 12 minutes) <http://www.accountability.wa.gov/video/default.asp>

### Case Due: Kennedy School Compstat Case

The key question for the case, and for all the readings, is how to facilitate the use of performance information in decision-making. Prepare a 2 page memo on the NYC Compstat case. First, briefly identify what you consider the factors behind the success of Compstat. Second, consider whether this model can be adopted by other organizations, and what changes may be required. You may want to employ observations from the readings from this week and last week where you see them as relevant to the Compstat case. Beyond the memo, you should also be looking at the readings (especially Hatry) with a view toward the agency you are studying—are they using performance information? If so, by what means? If not, what specific tactics recommended by Hatry might they usefully employ?

## **11/18 Performance Measurement and Values**

### *Readings:*

Radin, Beryl. 2006. "Competing Values: Can the Performance Movement Deal with Equity." Chapter 5, *Challenging the Performance Movement*. Washington D.C.: Georgetown University Press.

Wichowsky, Amber and Donald P. Moynihan. 2008. "Measuring How Administration Shapes Citizenship: A Policy Feedback Perspective on Performance Management." *Public Administration Review*, 68 (5).

Rosenbloom, David. 2007. Reinventing Administrative Prescriptions: The Case for Democratic-Constitutional Impact Statements and Scorecards. *Public Administration Review* 67 (1): 28-39.

Ammons, David and Carl Stenberg. 2007. Commentary on Reinventing Administrative Prescriptions: The Case for Democratic-Constitutional Impact Statements and Scorecard. *Public Administration Review* 67 (1): 1-8.

### *Class discussion questions:*

- What values and goals is the performance movement missing?
- Consider the agency you are studying for your final paper, and the program you studied for your PART assessment. What alternate values should its performance measures reflect?

*Online material:* Linking citizen input to performance management:  
<http://www.governing.com/manage/pm/intro.htm>

**11/25 No classes for Thanksgiving**

**12/2 Final presentation I**

**12/9 Final Presentations II**

**12/15 Final paper due, 9 a.m.**