



PERFORMANCE MEASURES

Fall 2011

2 Credits

FACULTY

Tim Winchell, Ph.D.

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Please feel free to contact me by email at anytime, if I may be of any assistance throughout the quarter. I will try to respond within 24 hours.

Office Location: Lab I 3016
(360) 867-6102 - leave message with Tricia or Susan

Office hours: By appointment

I look forward to helping create a positive learning environment where all of us can learn together, discuss relevant themes, improve our management skills, and connect these fundamental organizational practices to broader leadership goals.

HYBRID COURSE DELIVERY: ON-LINE & IN-CLASS SESSIONS:

On-line portion:

Begins at the beginning of the quarter and continues throughout the entire quarter.
Please consult the course Moodle site.

Class Meeting Session Dates:

December 9, 2011: 5:00 – 9:00 p.m. &
December 10 & 11, 2011 9:00 a.m. – 5:00 p.m. Locations: Will be posted on Moodle

The Evergreen State College

Master of Public Administration Vision & Mission Statements:

“You must be the change you wish to see in the world.”-- Mohandas K. Gandhi

Evergreen students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We...

think critically and creatively;

work collaboratively;

embrace diversity;

advocate powerfully on behalf of the public; and

accomplish positive change in our workplaces and in our communities.

communicate effectively;

imagine new possibilities;

value fairness and equity;

COURSE DESCRIPTION

The last few decades have produced a relentless focus on organizational performance measures as a means to lead, manage, and account for results in public and nonprofit agencies. How have these experiences helped inform our current understanding of organizational programs, activities, and outcomes? Are there other crucial organizational tools that are needed to form an integrated management approach? Please join us as we work together to define the future direction of organizational change through our examination of key readings, group work, seminar discussions, and personal reflection.

LEARNING OBJECTIVES

Increase knowledge of performance metric terminology and concepts.

Critically read, review, and reflect on course readings, student moodle postings, and seminar contributions.

Write graduate-level book reviews and Moodle postings.

Actively participate in class lectures, learning activities, and seminars.

Connect leadership vision to key performance measure concepts and tools.

Link management practices with specific performance measure tools.

Critique contemporary organizational performance measures based on course content.

PROGRAM CONTEXT

Political theory, public policy, and social research contribute little public value without organizational administrators who can connect desirable social ends to agency goals, key work outputs, and specific employee contributions. Consequently, public leaders must be capable of teaching others how to work backwards from valued outcomes to fundamental performance benchmarks, baselines, measures, and indicators.

At the same time, organizational development initiatives lack the capacity to create change without administrators' ability to make clear linkages between short, intermediate, and long term goals and their relationships to individual, group, and agency work efforts. Unfortunately, such management skills are often the most overlooked in contemporary organizations.

This Performance Measures course is designed with these realities in mind. One block of content is meant to offer students a means to connect leadership theory with performance measurement. Another block provides an overview of fundamental organizational management skills, including the role of performance measures in daily operations.

COURSE RESOURCES

BOOKS - REQUIRED

Behn, Robert D. (2001). Rethinking Democratic Accountability. Brookings Institution Press. Washington D.C. ISBN: 0-8157-0861-0

Niven, Paul R. (2003). Balanced Scorecard: Step-by-Step for Governmental and Nonprofit Agencies, 1st Ed. Wiley. ISBN: 0-471-42328-9

ARTICLES - REQUIRED

WILL BE POSTED ON COURSE MOODLE SITE

COURSE SCHEDULE (Faculty reserve the right to alter the schedule)

If the first letter of your last name begins with A-M

DATE	TOPICS	READINGS	DUE
Weeks One-Four	<i>The Emergence of Accountability</i>	<u>Readings:</u> Complete Behn book Complete all required related articles posted on Moodle	<i>Complete Moodle discussion posting and one response, as described below .</i> <u>No later than 5 pm Saturday of Week Four</u>
Weeks Five-Eight	<i>The Balanced Scorecard</i>	<u>Readings:</u> Complete Niven book Complete all required related articles posted on Moodle	<i>Critical Review of Niven Book-</i> <u>No later than 5 pm Saturday of Week Eight</u>
Dec. 9, 10, 11	*** <i>Attend Class</i> ***		Bring copy of agency strategic plan for discussion

If the first letter of your last name begins with N-Z

DATE	TOPICS	READINGS	DUE
Weeks One-Four	<i>The Balanced Scorecard</i>	<u>Readings:</u> Complete Niven book Complete all required related articles posted on Moodle	<i>Critical Review of Niven Book-</i> <u>No later than 5 pm Saturday of Week Four</u>
Weeks Five-Nine	<i>The Emergence of Accountability</i>	<u>Readings:</u> Complete Behn book Complete all required related articles posted on Moodle	<i>Complete Moodle discussion posting and one response, as described below .</i> <u>No later than 5 pm Saturday of Week Eight</u>
Dec. 9, 10, 11	*** Attend Class***		Bring copy of agency strategic plan for discussion

COURSE ASSIGNMENT OVERVIEW

The final course evaluation you will earn and receive will be derived from completion of the following three assignments and activities:

Moodle Postings Assignment:

This course will use the online discussion board in Moodle. Participation through discussion is an integral part of this course, although it is typically less formal than other assignments submitted throughout the course. Participation is active engagement in discussions by: providing new ideas, enhancing other contributions, offering constructive disagreement, presenting practical examples based on your own academic and professional experiences, and/or describing expanded resource material.

To provide structure for balanced participation and enhancement of discussions follow these guidelines for online discussions:

Post your initial responses to the instructor's discussion questions (300-350 words per response)

Post at least one thoughtful and topic-relevant response to a posting made by a classmate. The expectation is to collaboratively share throughout the week rather than waiting until the last day.

Respond to any questions that your instructor or peers have regarding your original discussion question posts.

Critical Review Assignment:

Write a critical review of your assigned text, which should summarize the key contributions of the text, compare and contrast the text with other course readings, and critique these contributions based on your own academic and professional experiences. Assignment length: 5-7 pages, using graduate writing standards discussed below.

Additional reference resources will be available on-line.

***** Class Attendance & Participation Assignment: *****

Students are required to attend each class meeting:

All three days- Friday evening; Saturday and Sunday- morning and afternoon sessions.

Participation includes focusing on class content, actively listening to others, speaking during class and seminar, taking notes, completing interactive class exercises, and avoiding distractions. Students have a responsibility both to create a positive learning environment and to avoid creating disruptions that interfere with the collaborative learning environment.

Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program.

Paper Format

All papers should be typed, double spaced (unless otherwise stated), 12 point font, and follow APA format (see Hacker, 2009).

All written work should reflect graduate-level scholarship, meaning it should reflect critical thinking, analysis, and reflection. Additionally, it must rigorously adhere to the use of correct grammar and be free of spelling errors. If you require it, please contact the MPA Writing assistant or request additional resources from your faculty member.

Students are expected to meticulously adhere to scholastic honesty in the pursuit of scholarly activity that is free from cheating, fraud, deception, plagiarism, and unauthorized collaboration with other individuals. For additional information, please refer to the electronic student code link below.

Late Assignments

Turning in assignments late is unacceptable.

If there is a genuine need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a case-by-case basis. Late assignments must be completed by the end of the quarter to ensure full receipt of course credit. Students who turn assignments in late should expect such oversights to be reflected in their final evaluation narrative.

Credit

Students will receive 2 graduate credits at the end of the quarter, provided all course requirements have been completed satisfactorily to meet course objectives. No partial credit will be awarded.

The faculty member will make decisions for no credit when necessary. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), or other violations of the student conduct code may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty.

Incompletes may be offered on case by case basis. Please refer to MPA student handbook.

Evaluation

Students will be evaluated based on their progress in achieving the learning goals. These assessments will involve observations of classroom, seminar, and assignment performance.

Written self-evaluation and course faculty evaluation are required for credit. Both are due at the end of the quarter. Student evaluations of their faculty are due the Monday of evaluation week. (Students may elect to submit faculty evaluations to Program Secretaries: Ruth Joynes & Pat Kolstad.)

Learning Environment

In a learning community, students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service.

Learning Styles

We all have different ways of acquiring new knowledge. Therefore, faculty will work actively to provide information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, reading unrelated materials, playing with a PDA, IPOD, laptop, or cell phone are not appropriate.) Please consult faculty to discuss learning style options or personal challenges.

Accommodations

Accommodation will be provided for any student who desires them through a working relationship with Access Services, the Writing Center, and the Quantitative and Symbolic Reasoning Center.

If any student has a health condition or disability that may require accommodation in order to effectively participate in this class, please complete the following: Contact faculty after class and/or contact the Office of Access Services for Students with Disabilities (Library 1407-D, 867-6348) to request academic accommodations. Information about a disability or health condition will be regarded as strictly confidential.

In the event the student is already working with the office of Access Services, the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations.

For additional learning accommodation information, please refer to TESC's Students With Disabilities Policy: <http://www.evergreen.edu/policies/g-studentada.htm>

Learning Expectations

Faculty and students are expected to: use high standards in reading the text and preparing our papers, lectures, and comments in seminar; promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; handle all conflicts/ disputes in a spirit of goodwill. Please discuss any problems involving others in the learning community directly with the individuals involved, so long as the concerned party feels safe doing so.

Multiculturalism & Diversity

Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, activities, and seminars. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and life-style differences including, but not limited to: race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Inclement Weather

In the event of bad weather or emergencies students should check with television or radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-program email as soon as possible. You are responsible for checking your email.

Student Conduct

We will follow the social contract: WAC 174-121-010 College philosophy.
<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

We will abide zealously to the student conduct code (including academic integrity and plagiarism): Chapter 174-120 WAC
<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>

We will adhere strictly to the non-discrimination policies and procedures at TESC:
<http://www.evergreen.edu/policies/g-nondiscr.htm>

Guest Policy:

Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code and nondiscrimination policy guidelines as aforementioned in this syllabus.

Events		Fall 2011
Tuition Due Dates		Sept 30
Begin Quarter		Sept. 26 – Dec. 9
Evaluation Week		Dec. 12-16
End Quarter		Dec. 16
Breaks (Thanksgiving, Winter, Spring)		Nov. 21-27