



**PUBPOL 586.005: Public Management:
Performance Management in International Organizations**

**Winter 2021
Tuesday and Thursday, 10-11:20
January 19, 2021 – March 5, 2021**

Instructor:

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Zoom Office Hours: Drop-In Mondays and Wednesdays, 10-12, and by appointment

Course Overview

The Ford School defines leadership as, "the behavioral process of having a positive impact on individuals, organizations, and communities". This course will equip students with the skills and tools to manage organizations, teams, and self to better accomplish their intended positive impact. In particular, the course will focus on management in public and non-profit organizations, which orient their work towards having a positive public impact, working in pursuit of public good. The course will be structured in 4 sections to introduce students to key concepts and leadership best practices, and develop an analytic toolkit to manage for positive impact, as follows:

- Mapping the Environment,
- Strategic Organizational Planning,
- Planning for Results, and
- Managing for Results.

Learning Goals

1. Develop a public management analytical toolkit to promote positive public impact, along with the relevant leadership best practices.
2. Navigate the policy environment in which an organization operates.
3. Understand the differences between public, non-profit, and private organizations.
4. Apply management and leadership strategies to organizations seeking an international impact.
5. Develop a strategic and performance management plan to further a particular positive impact.

Course Readings/Other Materials

All readings are available via the University of Michigan online library system or via the course Canvas site.

We will be reading several selections from Brinkerhoff and Crosby, *Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries*. This book is available as an e-book through the UMich library. However, if you'd like to purchase a copy, it is available for around \$27 from Amazon.

Brinkerhoff, Derick W. & Benjamin L. Crosby, *Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries*, Lynne Rienner Publishers, Inc., 2014. (Note: the 2001/2002, 2011, and 2014 versions are all fine.)

Course Assignments and Expectations

Assignment (due date)	% of Course Grade
Leadership Reflection Paper (Feb 17 OR Mar 3)	30%
Team Project: <ul style="list-style-type: none"> - Group Presentation (Mar 4) - Final Strategic Plan (Mar 4) - 'Initial Thoughts' submissions: <ul style="list-style-type: none"> o Public Problem (Jan 25) o Environmental Context (Feb 1) o Mission and Vision (Feb 8) o Problem, Theory of Change, Results Framework and Goals (Feb 17) o Performance Management Plan (Feb 24) 	50% (broken down as) <ul style="list-style-type: none"> - 25% (or 12.5% of the total grade) - 50% (or 25% of the total grade) - 25% (or 12.5% of the total grade) NOTE: each of the initial thoughts submissions contributes equally – these will be graded as completed/not completed
Participation: <ul style="list-style-type: none"> - Preparation and Engagement in class discussion and activities - Team Project Peer Review 	20% (broken down as) <ul style="list-style-type: none"> - 50% (or 10% of the total grade) - 50% (or 10% of total grade)

Description of Assignments

Leadership Reflection Paper (individual assignment)

Students will write one reflection paper in response to one of the two practicum classes. After the practicum is over, students will receive prompts with questions that both reflect the in-class exercises and relate to how individuals on teams within an organization and/or heads of an organization can improve their public impact. Students should incorporate **both** course material and their own personal reflections in their responses to the prompts. Papers should be 3-4 pages double spaced.

Students will choose either the practicum on Feb 9 or Feb 25, and write the corresponding paper. Students selecting the practicum on Feb 9 will submit their papers by Feb 17. Students selecting the practicum on Feb 25 will submit their papers by Mar 3.

Team Project

Students will work in teams on a strategic and performance management plan. Teams will design a new public or non-profit organization to tackle a specific public problem that exists within an international context. The strategic and performance management plan will then be developed, section by section, throughout the half-semester course, both in and outside of class. Students will be given time during the class sessions to apply the analytic toolkit developed in class to their chosen organization. Rough drafts of their work on each section will be submitted shortly after. These drafts will be graded as completed/not completed, and will serve as an opportunity for students to receive feedback before completing the formal, completed plan at the end of the semester. The plan will be submitted, and teams will present their plans to the class on the last day of class. A detailed assignment guidance sheet will be disseminated to students during the first week of class.

Participation

Participation will be graded along three lines: preparation and engagement in class discussion and activities, and team project peer review.

Preparation: Students are expected to have completed readings and any assignments listed on the syllabus (ex: watching any Zoom lectures, bringing particular information with you to class) prior to each class. We will operate on the assumption that everyone has completed the readings and assignments and will dive right in.

In-Class Engagement. This course is designed to be highly applied and interactive. In addition to class discussions, we will have small-group activities, partner exercises and practicums. Engagement consists not just of speaking during class, but interacting with your peers during class activities. Contributions will be evaluated on quality, not quantity.

Team Project Peer Review: At the end of the semester, students will be asked to provide feedback on the peers who are part of their team. Feedback parameters will include an individual's contribution to the team in terms of participation, leadership, listening and respect, feedback, cooperation, and time management. This portion of the participation grade will be informed by peer feedback, but will be determined by the instructor.

Attendance Policy

In general, attendance to Zoom class sessions is expected, particularly since teams will often be given time to apply new course material to their chosen case. However, there are a number of potential extenuating circumstances that might cause students to miss class in our current reality. If you are going to have to be absent, please do your best to let me know in advance of the class session so that I can plan accordingly with respect to group work.

Late Assignment Policy

In general, late assignments will be discounted 10% per week, unless in the case of emergencies. However, given the extenuating circumstances, I am more than willing to consider extensions for reasonable causes. If you need an extension, please request one in advance. I am also willing to grant an after-the-fact extension in the case of emergencies.

Ford School Public Health Protection Policy: In order to participate in any in-person aspects of this course, including meeting with other students to study or work on a team project, you must follow all safety measures mandated by the State of Michigan, the University of Michigan and the Ford School. This includes maintaining physical distancing of six feet from others and properly wearing a face covering at all times while on campus. In addition, it is expected that you will protect and enhance the health of everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any symptoms of COVID-19, have been exposed to someone with COVID-19, are awaiting a test result, or have engaged in a higher-exposure activity such as flying or attending an indoor social gathering of more than 10 people. If you are unable or unwilling to adhere to all prescribed safety measures, you will be accommodated through remote access to all aspects of this course. Additional information on public health safety measures is described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#).

Ford School Inclusivity Statement: Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Accommodations for Students with Disabilities: If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As

soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.

Student Mental Health and Well-Being Resources: The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impact students’ academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact [Counseling and Psychological Services](#) (CAPS) and/or [University Health Service](#) (UHS). For a listing of other mental health resources available on and off campus, visit: <https://uhs.umich.edu/stressresources>

Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at: <https://intranet.fordschool.umich.edu/academic-expectations>

Weekly Schedule

Date and Topic	Class Goals and Assignments
<p>Tuesday, Jan 19</p> <p>Introductions</p>	<p>By the end of the class, students should be able to:</p> <ul style="list-style-type: none"> • Discuss the concept of public good • Identify commonly held public values and value disagreements • Reflect on your role and goals as a leader • Form teams <p>No assigned readings</p>
<p>Thursday, Jan 21</p> <p>Public vs Private Organizations, Public Problems, Intro to Leadership</p>	<p>By the end of the class, students should be able to:</p> <ul style="list-style-type: none"> - Summarize the general approach of strategic planning in policy implementation - Understand the differences between public vs private organizations - Describe public problems (wicked problems), identify them in the real world - Describe what a leader is, and relate oneself to leadership - Discuss the role of the ‘expert’ in international social change work - TEAMS: Decide upon a public problem to tackle and a type of organization <p>Readings:</p> <ul style="list-style-type: none"> - Brinkerhoff and Crosby, <i>Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries</i>, 2014, Ch 2: Managing Policy Implementation

	<p>Case Readings</p> <ul style="list-style-type: none"> - Walls, Wicked Problems and a 'Wicked' Solutions, 2018, Globalization and Health. (And accompanying news articles) <p>Leadership Readings</p> <ul style="list-style-type: none"> - Mosse, David. Cultivating Development, 2005, Pluto Press, Chapter 1: Introduction – the ethnography of policy and practice, pages 1-11 only, and Chapter 6: Consultant Knowledge, pages TBD only (On Canvas) <p>TEAM ASSIGNMENT DUE by Monday, Jan 25th at 10pm: 1 paragraph describing the public problem your team will be tackling and the type of organization you will be representing</p>
<p>Tuesday, Jan 26</p> <p>Navigating the Policy Environment: Mapping the Organizational Environment – 1</p>	<p>By the end of the class, students should be able to:</p> <ul style="list-style-type: none"> • Understand the key characteristics of an organization’s context or environment • Map an organization’s authorizing environment • TEAMS: Begin to map your organization’s authorizing environment <p>Readings</p> <ul style="list-style-type: none"> • Dobel & Day, 2005. A Note on Mapping: Understanding who can influence your success (Electronic Hallway) • Brinkerhoff and Crosby, Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries, 2014, Ch 8: Political and Institutional Mapping <p>Leadership Readings</p> <ul style="list-style-type: none"> • Mau, Tim. Leadership Competencies for a Global Public Service, 2015, International Review of Administrative Sciences. <p>Optional Readings</p> <ul style="list-style-type: none"> • DFID Guide to Stakeholder Analysis, 2003 (on Canvas)
<p>Thursday, Jan 28</p> <p>Navigating the Policy Environment: Mapping the Organizational Environment – 2</p>	<p>By the end of the class, students should be able to:</p> <ul style="list-style-type: none"> • Understand and map the key characteristics of a local policy environment (policy implementation site) • Apply the local systems mapping approach • Create a local stakeholder engagement plan <p>Readings</p>

	<ul style="list-style-type: none"> • Brinkerhoff and Crosby, Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries, 2014, Ch 6: Stakeholder Analysis (8 pages) • USAID, Local Systems: A Framework for Supporting Sustained Development, 2014 (on Canvas) <p>Leadership Readings</p> <ul style="list-style-type: none"> • Goleman, 2000. Leadership that Gets Results, Harvard Business Review • Busque, 2016. How to Build a Solid Stakeholder Engagement Plan (https://www.boreal-is.com/blog/solid-stakeholder-engagement-plan/) <p>TEAM ASSIGNMENT DUE by Monday, Feb 1st at 10pm: 2-3 pages describing your organization’s authorizing environment and local policy environment (this is meant to be a very brief, high-level, bullet-pointed summary). Who are the key actors, what role do they play, what sort of power over your organization’s work do they have, how do they align in terms of interests? Include your visual maps as an appendix.</p>
<p>Tuesday, Feb 2</p> <p>Strategic Planning in Public Organizations - 1</p>	<p>By the end of the week, students should be able to:</p> <ul style="list-style-type: none"> • Identify, critique, and write organizational mission and vision statements • TEAMS: Write your organization’s mission and vision statements <p>Readings:</p> <ul style="list-style-type: none"> • Bryson, 1988, A Strategic Planning Process for Public and Non-Profit Organizations • Rangan, Lofy Missions, Down-to-Earth Plans, Harvard Business Review • Barnhart, 2016. Great Mission, Bad Statement. (https://ssir.org/articles/entry/great_mission_bad_statement) <p>Leadership Readings:</p> <ul style="list-style-type: none"> • Kotter, 2011. What Leaders Really Do. Harvard Business Review. (tnt.com/what-leaders-really-do/) <p>Bring to class: A copy of a mission and/or vision statement from an organization of your choosing.</p>
<p>Thursday, Feb 4</p>	<p>By the end of the week, students should be able to:</p>

<p>Strategic Planning in Public Organizations - 2 and the Project Cycle</p>	<ul style="list-style-type: none"> • Understand the key components of organizational capacity assessment and organizational capacity building approaches • Outline the project management cycle • Discuss best practices in strategic planning, project management and public leadership <p>Readings:</p> <ul style="list-style-type: none"> • Informing Change, 2017. A Guide to Organizational Capacity Assessment Tools, (https://hewlett.org/wp-content/uploads/2017/11/A-Guide-to-Using-OCA-Tools.pdf) • Cropper et al, 2010. Guide to the PMD Pro1: Project Management for Development Professionals – Level 1, (http://www.pm4ngos.org/wp-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf), pages 1-3, and 11-20 <p>Leadership Reading</p> <ul style="list-style-type: none"> • Ozari, Turrini and Valotti, Public Sector Leadership: new perspectives for research and practice, 2013, International Review of Administrative Sciences. <p>TEAM ASSIGNMENT DUE by Monday, Feb 8th at 10pm: Submit your organization’s mission and vision statements.</p>
<p>Tuesday, Feb 9</p> <p>Practicum</p>	<p>PRACTICUM</p> <p>Case Readings: TBD</p>
<p>Thursday, Feb 11</p> <p>Planning for Results - 1</p>	<p>By the end of the week, students should be able to:</p> <ul style="list-style-type: none"> • Map public problems • Draft a theory of change • TEAMS: Draft your public problem map and theory of change <p>Readings:</p> <ul style="list-style-type: none"> • Cropper et al, 2010. Guide to the PMD Pro1: Project Management for Development Professionals – Level 1, (http://www.pm4ngos.org/wp-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf), pages 112-115 • Gugerty & Karlan, 2018. The Goldilocks Challenge: Right-Fit Evidence for the Social Sector, Chapter 3: The Theory of Change (On Canvas) <p>Leadership Readings</p>

	<ul style="list-style-type: none"> • Bardacco 2016, “Managing Yourself: How to Tackle your Toughest Decisions” Harvard Business Review <p>Optional Readings</p> <ul style="list-style-type: none"> • Bradach et al 2008. Delivering on the Promise of Non-Profits. • Cropper et al, 2010. Guide to the PMD Pro1: Project Management for Development Professionals – Level 1, (http://www.pm4ngos.org/wp-content/uploads/2015/05/PMD_Pro_Guide_2e_EN_USLetter.pdf), pages 29-35 <p>Due Wednesday, Feb 17th at 10pm: Leadership Reflection Paper Option 2 due</p>
<p>Tuesday, Feb 16</p> <p>Planning for Results - 2</p>	<p>By the end of the week, students should be able to:</p> <ul style="list-style-type: none"> • Connect a theory of change to results frameworks/logic models • Outline components of a results framework • Outline components of a performance management plan • TEAMS: Draft a results framework and performance management plan <p>Readings:</p> <ul style="list-style-type: none"> • USAID, Developing Results Frameworks, 2013 (https://www.usaid.gov/sites/default/files/documents/1865/508_RF_Technical_Note_Final_2013_0722.pdf) • Example project results framework (https://ghanalinks.org/web/advance/8) • UN, Example organization results framework from the UN Development Assistance Framework Results Framework (on Canvas) • Skim to see what kind of information is included: Example Performance Management Plan (https://pdf.usaid.gov/pdf_docs/PA00KHP5.pdf) <p>Leadership Readings</p> <ul style="list-style-type: none"> • Bloom et al 2012, Does Management Really Work? Harvard Business Review. <p>Optional Readings</p> <ul style="list-style-type: none"> • USAID, How-To Note: Prepare and Maintain a Performance Management Plan (https://usaidlearninglab.org/sites/default/files/resource/files/cleared-how-to-note-performance-management-plan-v3.pdf) • Overview of USAID PMP Templates (https://www.usaid.gov/project-starter/program-cycle/pmp)

	<p>TEAM ASSIGNMENT DUE by Monday, Feb 17th at 10pm: Submit your diagram of your problem, theory of change, results framework and goals/indicators, plus no more than 1 page of write up for each of the four components, describing them</p>
<p>Thursday, Feb 18</p> <p>Performance Management / Managing for Results - 1</p>	<p>By the end of the week, students should be able to:</p> <ul style="list-style-type: none"> • Explain the approach of performance management • Discuss best practices in leading for results • TEAMS: Draft a performance management plan <p>Readings</p> <ul style="list-style-type: none"> • Behn, 2003. Why Measure Performance? Different Purposes Require Different Measures • Northcott and Ma'amora Taulapapa, Using the balanced scorecard to manage performance in public sector organizations: Issues and challenges, 2012, International Journal of Public Sector Management. <p>Leadership Readings</p> <ul style="list-style-type: none"> • Behn 2004. Performance Leadership: 11 Better Practices that can Ratchet up Performance (http://www.businessofgovernment.org/sites/default/files/PerformanceLeadership.pdf). <p>Optional Readings</p> <ul style="list-style-type: none"> • Kaplan, Strategic Performance Measurement and Management in Nonprofit Organizations, 2001, Nonprofit Management and Leadership.
<p>Tuesday, Feb 23</p> <p>Performance Management / Managing for Results - 2</p>	<p>By the end of the week, students should be able to:</p> <ul style="list-style-type: none"> • Discuss the limitations of performance management • Discuss alternatives to classic performance management • TEAMS: Reconsider the performance management plan <p>Readings</p> <ul style="list-style-type: none"> • Gugerty & Karlan, 2018. The Goldilocks Challenge: Right-Fit Evidence for the Social Sector, Chapter 2: Introducing the CART Principles (On Canvas) • An Extreme Case of When Performance Management Fails: Atlanta Schools: Measures to Improve Performance (HBS Case 114-001)

	<p>Leadership Readings</p> <ul style="list-style-type: none"> • Crossan, Mazutis. 2008, Transcendent Leadership, Business Horizons. <p>TEAM ASSIGNMENT DUE by Monday, Feb 24th at 10pm: 2-3 page description of your performance management plan.</p>
<p>Thursday Feb 25</p> <p>Practicum</p>	<p>Practicum 2</p> <p>Case Readings: TBD</p>
<p>Tuesday, Mar 2</p> <p>Navigating Bureaucracy and Red Tape in Public Management</p>	<p>By the end of the week, students should be able to:</p> <ul style="list-style-type: none"> • Understand the role of accountability and bureaucracy in public sector organizations • Explain the relationship between accountability and bureaucracy to performance management <p>Readings</p> <ul style="list-style-type: none"> • Denhardt & Denhardt, 2000, The New Public Service: Serving Rather than Steering, Chapter 7: Recognize that Accountability isn't Simple (on Canvas) <p>Leadership Readings</p> <ul style="list-style-type: none"> • Schillemans, "Managing Public Accountability: How Public Managers Manage Public Accountability", 2015, International Journal of Public Administration. <p>Due Wednesday Mar 3rd at 10pm: Leadership Reflection Paper option 2</p>
<p>Thursday, Mar 4</p> <p>Wrap-Up and Final Presentations</p>	<p>Student Presentations and Class Wrap-Up</p> <p>Final Memos Due Thurs, Mar 4 by 10am.</p>