



**PubPol 586.002**  
**Performance Management:**  
**International Development Management**

**Fall 2023, First Half**  
**Tuesdays and Thursdays, 2:30-3:50pm**

**Instructor**

**Amy Beck Harris, PhD**

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**Office Hours:** Drop-In Mondays and Fridays, 10-12, and by appointment. Remote office hours available upon request.

**Course Overview**

This course focuses on performance management within the context of international development work. Students will explore and apply the process of moving from a public problem in the world, to developing a set of strategic interventions designed to address that problem and generate a specific intended impact, to evaluating whether they accomplished their goals. The course will include discussion of international development as a modern-day industry, existing approaches to programmatic design for development projects, the development project lifecycle, and managing development projects in an environment of uncertainty and complexity. Students will also unpack the global environment characterized by structural power relationships, in which international development is embedded. Across all topics, particular attention will be given to ethical and equity implications surrounding development decision-making and implementation throughout the course.

Through a class-long team project, students will gain experience applying common development project design and strategic management tools to real-world development project cases.

**Course Objectives**

After completing this course, students should be able to:

1. Describe how international development is delivered globally.
2. Analyze development projects and solicitations and interrogate the underlying logic.
3. Apply key development management tools to international development projects.
4. Describe their positionality within the complex environment of structural power relationships that characterize the international development arena and articulate how they intend to engage within this environment.

## Course Readings/Other Materials

All course materials are available via the University's electronic library resources or are uploaded to the course Canvas website. There is one exception, which is one case study that will need to be purchased from the Harvard Business Review for \$8.95 (details in weekly course outline).

## Course Assignments

Assignment (due date)	% of Course Grade
<b>Individual Reflection Papers</b> - Reflection Paper (due Oct 16 by midnight)	15%
<b>Discussion Board Posts/Informal Reflection Writings</b> - In-Class Write (Sept 5, in class) - Discussion Board Post (Due: Sept 11 by 5pm) - Discussion Board Post (Due: Oct 5 by 2:30pm) - Additional informal written reflections (in-class or via discussion board may occur)	10%
<b>Team Project:</b> - Project selection and organization selection (no points) (Due: Sept 7 by 2pm) - Rough Draft Applications <ul style="list-style-type: none"> <li>○ Rough Draft Assignment 1: Stakeholder mapping worksheet, problem statement, problem map (Due: Sept 18 by 2pm) 5%</li> <li>○ Rough Draft Assignment 2: Theory of Change, Mission Statement, and equity outcomes planning worksheets (Due: Sept 25 by 2pm) 5%</li> <li>○ Rough Draft Assignment 3: Strategic Platform, Log Frame and PMP (Due: Oct 2 by 2pm) 5%</li> <li>○ Rough Draft Assignment 4: Re-evaluated PMP, Impact evaluation plan (Due Oct 6 by noon or Oct 9 by 2pm) 5%</li> </ul> - Final Paper: Development Management Proposal (due Oct 10 or Oct 12 before class) 25%	55%

- Group Presentation (due Oct 10 or Oct 12 during class)	10%
<b>Participation:</b> <ul style="list-style-type: none"> <li>· Preparation and Engagement in class discussion and activities</li> <li>· Team Project Participation, including peer review</li> </ul>	20%

**Description of Assignments**

**Individual Reflection Paper**

This course will have one reflection paper which will provide students with the opportunity to reflect on issues of power, positionality, and equity within international development work. Assignment guidelines will be disseminated closer to assignment due dates.

**Discussion Board Posts/Informal Reflection Writings**

During the course of the semester, students will be asked to reflect on classroom discussion and activities via informal, short written reflections. These reflections will either occur during class or via the Discussion Board on Canvas (to be completed outside of class). These written assignments are an opportunity to continue to explore key course content. I do not expect researched or polished writing, but rather rough-draft style reflections that demonstrate thoughtful and sincere engagement with the prompt and the course material. Grading will occur as: Completed with Effort (100%), Completed Without Effort (70%), or Not Completed (0%). If you are absent during an in-class informal write, please contact the instructor for directions on how to make up the assignment.

**Group Project: Development Project Proposal**

Students will work in groups of 3-4 to craft a project proposal in response to a real-world international development case. Students will select their case from [a list of recent project funding opportunities from large international development donors](#). Teams will use the project solicitation as the case, but will develop a proposal in response to a guidance document that asks students to apply key course content to the case. In other words, student teams are not simply responding to the funding opportunity as written, but rather using the project (to-be-funded) as a case from which to write a paper addressing specific course-based prompts. The goal of the assignment is to provide students with an opportunity to apply key knowledge and management skills gained throughout the course to a specific development project, to consider the role of implementing organizations in the international development process, and to practice the art of applying for competitive development funding.

Throughout the course, students will be asked to apply key course content to their selected case. These applications will mirror the sections of the development project proposal final paper. Teams will submit rough draft applications ‘in transit’ to the instructor for feedback after each application. Grading will occur as: Completed with Effort (100%), Completed Without Effort (70%), or Not Completed (0%). The goals of the rough draft assignments are for you to obtain

more, real-time feedback; to ensure you're ready for the next step (assignments build on each other); and to lessen the workload of the final paper.

The final team paper should be no more than 10 pages, double spaced, and will be due before class on the day of their team presentation. Teams will present their proposal during the last few class periods. Teams presenting (and submitting their papers) on Presentation Day 1 will receive a 5% bonus on both their team paper *and* their presentation for accepting an earlier deadline.

### **Class Participation**

This class depends upon student engagement and interaction. Students will be assessed on:

- Preparation for class periods, including completion of readings and pre-class videos, or any other assigned pre-class work. Being prepared means being ready to engage in class with the material via discussion, activity, etc.. [Note that a few of the course sessions will adopt a 'flipped classroom' model, where students will watch short lecture videos in advance and engage either in seminar-style discussion or applied activities during class. When assigned, students are expected to complete these pre-class videos to successfully engage in class.]
- Engagement during in-class activities, including discussions, activities, workshops, team work, and simulations as appropriate. I expect engagement to reflect our classroom norms, with a focus on mutual respect and earnest, learning-focused intentions. This element of participation is assessed across the semester and based on quality contributions to the class (and not solely on quantity).
- Finally, note that participation on your team project is critical to your learning success and to that of your peers. The final component of your participation grade is an anonymous peer feedback form. At the conclusion of the semester, I will ask each student to reflect on your project team dynamics and each teammate's contributions to the project. This feedback will be taken into consideration in assigning your participation grade.

### **Attendance Policy**

In general, attendance to class sessions is expected. 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 any group work.

Please note that I will not be taking attendance as an explicit part of your participation grade. Students are expected to attend class in person; however, I am willing to Zoom you in to class **for health reasons or other extenuating circumstances only**. This accommodation will be provided only in response to legitimate requests made at least 2 hours in advance of class.

### **Late Assignment Policy**

I'm willing to grant extensions for individual assignments for legitimate reasons, and particularly those related to physical or mental health and extenuating circumstances. Note that not preparing or budgeting time appropriately does not count as a legitimate reason. If you need an extension for a legitimate reason, contact me in advance of the deadline. Unexcused late assignments are reduced by 5% for the first 24-hours after the due date has passed, 10% for being more than 24 hours late but less than 1 week late, and 10% per week thereafter.

**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

**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 the public health safety measures and policies put in place by the State of Michigan, Washtenaw County, the University of Michigan, and the Ford School. Up to date information on U-M policies can be found [here](#). 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

**Student Mental Health and Wellbeing:** The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, both those relating to the pandemic and other issues such as strained relationships, increased anxiety, alcohol/drug problems, and depression, can directly impact students' academic performance and overall wellbeing. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

You may access the Ford School's embedded counselor Paige Ziegler (contact information TBD) and/or counselors and urgent services at [Counseling and Psychological Services](#) (CAPS) and/or [University Health Service](#) (UHS). Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer. You can find additional resources both on and off campus through the [University Health Service](#) and through [CAPS](#).

**Accommodations for Students with Disabilities:** The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities <https://ssd.umich.edu/>; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and

course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

**Academic Integrity:** The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one's own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action. The Ford School's policy of academic integrity can be found in the [MPP BA](#), and [PhD Program](#) handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available [here](#).

**Class Honor Code Practice:** In this class, each written assignment should include an honor code statement at the bottom: "I attest that this assignment is my own work, not generated by artificial intelligence tools, and upholds Ford School expectations of academic integrity." Students should print their name at the end of the honor code statement, which I will interpret as a signature.

**Use of Technology:** Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor. If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent. ***Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.***

Please review additional information and policies regarding [academic expectations and resources](#) at the Ford School of Public Policy.

## Weekly Course Outline

*\* I reserve the right to make changes to this schedule as needed. For the most up-to-date weekly schedule, please refer to the course Canvas site.*

Date and Topic	Class Goals and Assignments
<p>Tuesday, Aug 29</p> <p>Introductions</p>	<p><b>By the end of class, students should be able to:</b></p> <ul style="list-style-type: none"> <li>- Explain the relationship between international development and change</li> <li>- Summarize the various definitions of and approaches to international development</li> <li>- Course Overview and Expectations</li> <li>- Develop Classroom Norms</li> </ul> <p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- Sen, Development as Freedom, Chapter 1 (pages 3-4) (On Canvas)</li> <li>- Interaction, "International Development 101" (very short brief!), <a href="https://www.interaction.org/wp-content/uploads/2019/04/International-Development-101.pdf">https://www.interaction.org/wp-content/uploads/2019/04/International-Development-101.pdf</a></li> </ul>
<p>Thursday, Aug 31</p> <p>Aid as an Industry, Key Actors and the Project Cycle</p>	<p><b>By the end of class, students should be able to:</b></p> <ul style="list-style-type: none"> <li>- Outline the project structure and cycle that is dominant in international development work</li> <li>- Describe the arena of actors involved in international development and their roles</li> <li>- Summarize the aid chain, including the key actors and the relationships between them, and how these actors influence each other</li> <li>- Explain the trend behind government outsourcing and its role in proliferating the arena of fragmented international development implementers</li> </ul> <p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- Chasanah, Nur, Indra Gunawan &amp; Bassam Baroudi. (2023). International Development Project Success: a literature review. <i>Journal of International Development</i>, 1-26, <b>Pages 1-3 ONLY</b></li> <li>- Project Management for Development Professionals Guide (PMD Pro, 2<sup>nd</sup> edition), 2020, <a href="https://pm4ngos.org/methodologies-guides/project-dpro/">https://pm4ngos.org/methodologies-guides/project-dpro/</a>, <b>Pages 15-27 ONLY</b></li> <li>- <u>Watch Pre-Class Lecture Video: government outsourcing and a proliferation of fragmented policy providers</u></li> </ul>

	<ul style="list-style-type: none"> <li>- Brunt and Casey, “The impacts of marketization on international aid: transforming relationships among USAID vendors”, <a href="https://onlinelibrary.wiley.com/doi/pdf/10.1002/pad.1977">https://onlinelibrary.wiley.com/doi/pdf/10.1002/pad.1977</a></li> </ul> <p><i>In Class Activity: Create project teams</i></p>
<p>Tuesday, Sept 5</p> <p>Structural Power Inequities</p>	<p><b>By the end of class, students should be able to:</b></p> <ul style="list-style-type: none"> <li>- Unpack the existing structural power relationships and inequities implicit in international interventions</li> <li>- Discuss the relationship between colonialism and modern-day inequities</li> </ul> <p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- Acemoglu and Robinson, The Economic Impact of Colonialism, a summary of their book on Vox EU, <a href="https://voxeu.org/article/economic-impact-colonialism">https://voxeu.org/article/economic-impact-colonialism</a></li> <li>- Picard and Groelsema, “US Foreign Aid Priorities: Goals for the 21<sup>st</sup> Century” in <i>Foreign Aid and Foreign Policy: Lessons for the Next Half Century</i>, 2008 – <b>Page 7, 15-20 only (starting with ‘The Nature of Foreign Aid’)</b></li> <li>- Watch Video Segment: Farah Mahesri talk, watch only minutes 36:17- 42:38, <a href="https://www.youtube.com/watch?v=H4OkH515ypU">https://www.youtube.com/watch?v=H4OkH515ypU</a></li> <li>- Galeano, Eduardo. “Open Veins of Latin America: 5 centuries of pillage of a continent, 1973 – <b>pages 1-8, and selections (On Canvas)</b></li> </ul> <p><i>In Class Activity: In-class reflective write</i></p> <p><b>Post-Class Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Team Submission: Project selection and organization selection <b>(Due: Sept 7 by 2pm) (note: no grade/points)</b></li> </ul>
<p>Thursday, Sept 7</p> <p>Structural Power Inequities, Continued &amp;</p>	<p><b>By the end of class, students should be able to:</b></p> <ul style="list-style-type: none"> <li>- Discuss the relationship between colonialism and modern-day inequities, using real-world cases</li> <li>- Discuss the concept of public good and relate it to international development programmatic goals</li> <li>- Understand the key areas of development work and the underlying ‘public problem framing’</li> </ul> <p><b>Pre-Class Assignments:</b></p>



<p>Public Problems in International Development</p>	<ul style="list-style-type: none"> <li>- Podcast: Racial Reckoning at Doctors Without Borders, <a href="https://revealnews.org/podcast/a-racial-reckoning-at-doctors-without-borders/">https://revealnews.org/podcast/a-racial-reckoning-at-doctors-without-borders/</a></li> <li>- Meki, Theresa and Jope Tarai. (2023). How can aid be decolonized and localised in the Pacific? Yielding and wielding power. <i>Development Policy Review</i>, <a href="https://onlinelibrary.wiley.com/doi/epdf/10.1111/dpr.12732">https://onlinelibrary.wiley.com/doi/epdf/10.1111/dpr.12732</a></li> <li>- The UN Sustainable Development Goals: please read the History section under the images and then click on each image/icon for each of the 17 goals to read them (no need to read the ‘more info’ pages): <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></li> </ul> <p><i>In Class Activity: Identifying projects within each SDG; Identifying their underlying public problems</i></p> <p><b>Post-Class Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Discussion Board Post (See Canvas Discussion Boards) (<b>Due: Sept 11 by 5pm</b>)</li> </ul>
<p>Tuesday, Sept 12</p> <p>Navigating the Policy Environment: Mapping the Organizational Environment</p>	<p><b>By the end of class, students should be able to:</b></p> <ul style="list-style-type: none"> <li>- Understand and map the key characteristics of an organization’s context or environment</li> <li>- Understand and map the key characteristics of a local implementation context</li> </ul> <p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- Brinkerhoff and Crosby, <i>Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries</i>, 2014, Ch 6: Stakeholder Analysis and 8: Political and Institutional Mapping (On Canvas)</li> <li>- Dobel &amp; Day, 2005. A Note on Mapping: Understanding who can influence your success (Download from: <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2748329">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2748329</a>)</li> <li>- Team project preparatory readings: the solicitation and preliminary research about key project stakeholders.</li> </ul> <p><b>Optional Readings:</b></p> <ul style="list-style-type: none"> <li>- Brinkerhoff and Crosby, <i>Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries</i>, 2014, Ch 7: Policy Characteristics Analysis</li> </ul> <p><i>In Class Activity: Stakeholder Mapping</i></p>
	<p><b>By the end of class, students should be able to:</b></p> <ul style="list-style-type: none"> <li>- Map a public problem</li> </ul>

<p>Thursday, Sept 14</p> <p>Introduction to Strategic Management and Problem Mapping</p>	<ul style="list-style-type: none"> <li>- Create a problem statement and problem map from a narrative description</li> </ul> <p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- Bryson, 1988, A Strategic Planning Process for Public and Non-Profit Organizations, Long Range Planning Journal</li> <li>- Ika, Lavagnon. (2015). Opening the black box of project management: does World Bank project supervision influence project impact? <i>International Journal of Project Management</i>, 33:1111-1123, <b>Sections 1, 2, and 6.2 only.</b></li> <li>- Project Management for Development Professionals Guide (PMD Pro, 2<sup>nd</sup> edition), 2020, <a href="https://pm4ngos.org/methodologies-guides/project-dpro/">https://pm4ngos.org/methodologies-guides/project-dpro/</a>, <b>Pages 58-60 ONLY</b></li> <li>- Team project preparatory readings: the solicitation, background reading, and any additional information on the problem itself. Please be prepared (across all teammates) with sufficient research to engage in a meaningful problem mapping activity of your selected case in class.</li> </ul> <p><i>In Class Activity: Create a problem statement and problem map from your team project solicitation document</i></p> <p><b>Post-Class Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Rough Draft Assignment 1: Stakeholder mapping worksheet, problem statement, problem map (<b>Due: Monday, Sept 18 by 2pm</b>)</li> </ul>
<p>Tuesday, Sept 19</p> <p>Crafting a Mission Statement</p> <p>And Theory of Change</p>	<p><b>By the end of class, students should be able to:</b></p> <ul style="list-style-type: none"> <li>- Identify, critique, and write organizational mission and vision statements</li> <li>- Draft a theory of change</li> <li>- Create a theory of change from a narrative description</li> <li>- Assess whether proposed activities effectively target the problem</li> </ul> <p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- Gugerty &amp; Karlan, 2018. The Goldilocks Challenge: Right-Fit Evidence for the Social Sector, Chapter 3: The Theory of Change (On Canvas)</li> <li>- Barnhart, 2016. Great Mission, Bad Statement. (<a href="https://ssir.org/articles/entry/great_mission._bad_statement">https://ssir.org/articles/entry/great_mission._bad_statement</a>)</li> </ul> <p><i>In Class Activity: Create a mission and vision statement for your organization</i>  <i>In Class Activity: Create a theory of change</i></p>
	<p><b>By the end of class, students should be able to:</b></p>

<p>Thursday, Sept 21</p> <p>Unintended Outcomes &amp; Planning for Equity of Outcomes in Development Projects</p>	<ul style="list-style-type: none"> <li>- Identify a broad set of program outcomes, including both intended and unintended outcomes</li> <li>- Understand how benefits and burdens of a program are distributed</li> <li>- Develop a plan to respond to an equity analysis</li> </ul> <p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- Harris, Amy, et.al., A Framework for Equity of Outcomes in International Development Programming</li> <li>- Lock, Will and Anthony Alexander. (2023). Sustainable Development Frontiers: Is ‘sustainable’ cocoa delivering development and reducing deforestation? <i>Development and Change</i>, <a href="https://onlinelibrary.wiley.com/doi/epdf/10.1111/dech.12781">https://onlinelibrary.wiley.com/doi/epdf/10.1111/dech.12781</a></li> </ul> <p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>- van der Harst, Maria, Dirk-Jan Koch, and Marieke van den Brink. (2023). A Review of the Unintended Gender Effects of International Development Efforts. <i>Public Administration and Development</i>. <a href="https://onlinelibrary.wiley.com/doi/epdf/10.1002/pad.2023">https://onlinelibrary.wiley.com/doi/epdf/10.1002/pad.2023</a></li> </ul> <p><i>In Class Activity: Create an equity of outcomes plan</i></p> <p><b>Post-Class Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Rough Draft Assignment 2: Theory of Change, Mission Statement, and equity outcomes planning worksheets (<b>Due: Monday, Sept 25 by 2pm</b>)</li> </ul>
<p>Tuesday, Sept 26</p> <p>Log Frameworks and the Strategic Platform</p>	<p><b>By the end of class, students should be able to:</b></p> <ul style="list-style-type: none"> <li>- Create a log frame based on a theory of change</li> <li>- Develop a strategic platform</li> <li>- Assess whether proposed activities effectively target the problem</li> </ul> <p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- Project Management for Development Professionals Guide (PMD Pro, 2<sup>nd</sup> edition), 2020, <a href="https://pm4ngos.org/methodologies-guides/project-dpro/">https://pm4ngos.org/methodologies-guides/project-dpro/</a>, <b>pages 62-69 ONLY</b></li> <li>- Rangan, Lofy Missions, Down-to-Earth Plans, Harvard Business Review</li> </ul> <p><i>In Class Activity: Create a strategic platform</i></p> <p><i>In Class Activity: Create a logframe</i></p>
<p>Thursday, Sept 28</p>	<p><b>By the end of class, students should be able to:</b></p>

<p>Why Measure? and Performance Management Planning</p>	<ul style="list-style-type: none"> <li>- Develop a ‘right fit’ measurement approach tailored to project needs</li> <li>- Craft a Performance Management Plan</li> </ul> <p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- Gugerty &amp; Karlan, 2018. The Goldilocks Challenge: Right-Fit Evidence for the Social Sector, Chapter 2: Introducing the CART Principles and Chapter 5: Monitoring with the CART Principles (selections) (On Canvas)</li> <li>- USAID, How-To Note: Prepare and Maintain a Performance Management Plan (<a href="https://usaidlearninglab.org/sites/default/files/resource/files/usaid-how-to-note-performance-management-plan-final-12032020-508.pdf">https://usaidlearninglab.org/sites/default/files/resource/files/usaid-how-to-note-performance-management-plan-final-12032020-508.pdf</a> )</li> <li>- SKIM: Overview of USAID PMP Templates (<a href="https://www.usaid.gov/project-starter/program-cycle/pmp">https://www.usaid.gov/project-starter/program-cycle/pmp</a> )</li> <li>- Skim for Format/Type of Info (don’t read for project content): Example Performance Management Plan (<a href="https://pdf.usaid.gov/pdf_docs/PA00KHP5.pdf">https://pdf.usaid.gov/pdf_docs/PA00KHP5.pdf</a>)</li> </ul> <p><i>In Class Activity: Craft a PMP</i></p> <p><b>Post-Class Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Rough Draft Assignment 3: Strategic Platform, Log Frame and PMP (<b>Due: Monday, Oct 2 by 2pm</b>)</li> </ul>
<p>Tuesday, Oct 3</p> <p>Performance Management and Perverse Incentives</p>	<p><b>By the end of class, students should be able to:</b></p> <ul style="list-style-type: none"> <li>- Discuss the limitations of performance management</li> <li>- Discuss alternatives to classic performance management</li> </ul> <p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- An Extreme Case of When Performance Management Fails: Atlanta Schools: Measures to Improve Performance (Harvard Business Review Case 114-001: (<a href="https://store.hbr.org/product/atlanta-schools-measures-to-improve-performance/114001?sku=114001-PDF-ENG">https://store.hbr.org/product/atlanta-schools-measures-to-improve-performance/114001?sku=114001-PDF-ENG</a>))</li> </ul> <p><i>In Class Activity: Re-evaluate the team project PMP</i></p>
<p>Thursday, Oct 5</p>	<p><b>By the end of class, students should be able to:</b></p> <ul style="list-style-type: none"> <li>- Summarize key approaches to development impact assessment</li> <li>- Craft an Impact Evaluation Plan, including a plan to measure baseline metrics</li> </ul>

<p>Evaluating for Impact</p>	<p><b>Pre-Class Assignments:</b></p> <ul style="list-style-type: none"> <li>- Gugerty &amp; Karlan, 2018. The Goldilocks Challenge: Right-Fit Evidence for the Social Sector, Chapter 6: The CART Principles for Impact Evaluation</li> <li>- <a href="#">Sign up here</a> for one impact assessment summary from JPAL, complete <a href="#">this worksheet</a> on your selected case, upload the completed worksheet to the Discussion Post, “Impact Evaluation” prior to class, and prepare to present it for your peers in class.</li> </ul> <p><i>In Class Activity: Impact Evaluation Roundtable</i></p> <p><b>Post-Class Assignments Due:</b></p> <ul style="list-style-type: none"> <li>- Rough Draft Assignment 4: Re-evaluated PMP, Impact evaluation plan <ul style="list-style-type: none"> <li>o <b>Due for Presenters Day 1 on: Friday, Oct 6 by noon</b></li> <li>o <b>Due for Presenters Day 2 on: Monday, Oct 9 by 2pm</b></li> </ul> </li> </ul>
<p>Tuesday, Oct 10</p> <p>Presentations Day 1</p>	<p>Student Team Presentations, Day 1</p> <ul style="list-style-type: none"> <li>- Groups 1-6 (8 min presentations each)</li> </ul> <p><b>Course Assignments</b></p> <ul style="list-style-type: none"> <li>- Your final team paper is due before class the day of your presentation</li> </ul> <p>*teams presenting on Day 1 receive a 5% ‘early presenter’ bonus</p>
<p>Thursday, Oct 12</p> <p>Presentations Day 2</p> <p>Wrap Up</p>	<p>Student Team Presentations, Day 2</p> <ul style="list-style-type: none"> <li>- Groups 7-10 (8 min presentations each)</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>- Course Wrap Up</li> <li>- Team Project Peer Evaluation Forms</li> </ul> <p><b>Course Assignments</b></p> <ul style="list-style-type: none"> <li>- Your final team paper is due before class the day of your presentation</li> <li>- Final Reflection Paper, Due Oct 16<sup>th</sup> by midnight</li> </ul>