JSGS 831 Performance Management

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<th>UNIVERSITY OF REGINA CAMPUS</th>
<th>UNIVERSITY OF SASKATCHEWAN CAMPUS</th>
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<td>OFFICE HOURS:</td>
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<td>OFFICE LOCATION:</td>
<td>314.8 College Building</td>
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<td>TERM:</td>
<td>Spring 2019</td>
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<td>Room:</td>
<td>330 College Building</td>
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<td>DATE AND TIME:</td>
<td>May 13 -24 9:00 until 1:00</td>
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CALENDAR DESCRIPTION

LEARNING OBJECTIVES

1) Gain familiarity with classic and contemporary authors whose writings have influenced the study and practice of performance management.
2) Identify some of the decision-making dilemmas faced by public administrators that make performance management difficult.
3) Compare and analyze how public management and performance management can improve the functioning of government.
4) Develop an understanding of the tools for measuring and managing performance in public organizations.
5) Understand the major empirical findings on the different types of performance management techniques.
6) Learn to think critically and know how to access resources to keep current on management best practices.

ATTRIBUTES OF JSGS GRADUATES

1. Management, Governance, and Leadership: Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. Communication and Social Skills: Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. Systems Thinking and Creative Analysis: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.

4. Public Policy and Community Engagement: Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.

5. Continuous Evaluation and Improvement: Commitment to on-going evaluation for continuous organizational and personal improvement.

6. Policy Knowledge: Ability to analyze and contribute content to at least one applied policy field.

COURSE CONTENT AND APPROACH

This class will situate performance management as the dominant form of public management in most developed countries. The course will explore the intellectual development of performance management and the related issue of performance measurement as key parts of both the political and administrative dimensions of public management in all advanced industrial economies as well as developing economies. The class will ask the following questions: When and why did public servants become interested in measuring government performance? What is performance management and how does it differ from performance measurement and “ordinary” public management? What are the best ways to measure performance? What are the weaknesses of this development and what could possibly replace it? How is performance management related to accountability? Why is success so slow and improvements in performance so difficult to come by? In short performance management will be explored as a synonym for public management and a part of every public managers set of skills and competencies.

COURSE OUTLINE AND ASSIGNMENTS

May 13, 2019 9:00 AM

Introduction: Why Do We Need Performance Management?

This class will enable both students and the professor to share their expectations and desires for the class and to set the stage for the two weeks. At this time, we will explore the dynamic of the class that will function as a professional workshop designed to understand how do engage in performance management and measurement and what its ultimate purpose is. However, it is not only a hand on how-to-class, but rather we will also critically assess the limitations of performance management, and some of the very valid criticism that have been offered about it.
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?

May 14, 2019 9:00 AM
The Core of the Performance Debate: Does One Size Fit All?

Many of the public management reforms that have taken place over the past 20 years have been generic and are often adopted directly from the private sector with little or no adaptation to the unique circumstances of the public sector. One of the most recent was the National Performance Review in the USA but would include the “Lean” revolution in Saskatchewan. These models have used specific private sector models and have proven to be of mixed value. How can performance management initiatives situate themselves within the context of the public sector, its different decision environment?

Measuring performance in public organizations has been a growing trend for several decades. Designing, adopting, and implementing this style of management system have been the topic of much practitioner and academic deliberation. But one struggle those determined to adopt performance measurement and management systems have faced, though, is the ability to sustain them over time and actually engrain them into their decision-making frameworks. Countless barriers to long-term success exist for public organizations and this article seeks to identify and categorize them.


May 15th 2019
Core Values, Mission Statements, and Vision Statements


May 16, 2019
The Nuts and Bolts of Measuring Performance

This class will delve into what organizations need to do--what processes they can put in place and what resources they need--to produce performance measures.


**May 17, 2019**

**Using Benchmarking to Achieve Social Goals**

This class will enable students to understand benchmarking, its application and its ability to achieve social goals, particularly in a political context.


**May 20, 2019**

**Accountability Systems and Performance Measurement: Results Based Management**


May 21

Performance Management and Contracting


May 22

**Cognitive Biases in Performance Management**


**May 23**

**Democracy Politics and Performance Management**


Demaj, L., & Summermatter, L. (2012). What Should We Know About Politicians’
Class discussion questions

- What values should performance systems reflect?
- What role should we expect citizens to play in performance systems? Are our expectations realistic?

DESCRIPTION OF ASSIGNMENTS:

Written Assignments 2x 20
Performance Management Report 30
Leadership and Participation 10
Take home exam. 40
Total 100

EVALUATION

1) Your grade for leadership and participation will be determined by:

1. the degree to which student-led discussions are well-prepared, address the central issues of the readings, and are structured to facilitate lively discussions
2. the quality of the written overviews provided by seminar leaders
3. the degree to which a student’s in-class participation demonstrates good preparation and contributes to the scholarly exchange of ideas and
4. the thoughtfulness of commentaries.

2) Individual written assignments: These will be short assignments that, because they are short, will need to be extremely well written, well presented, and clear. They will be handed out on the first class.

Performance Management Report on Prairie Resilience

Develop a performance management system with appropriate measures for the government of Saskatchewan's climate Change plan.
3) Take home examination. Will provide an opportunity for students to reflect on the course material though an option of answering a broad set of questions about performance management.

STUDENTS WITH SPECIAL NEEDS

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

Students Experiencing Stress

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: http://www.uregina.ca/student/counselling/contact.html, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

U of R: Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

U OF S: Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly
endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.