

## **PA 722 Performance Management and Planning (Spring Semester, 2017)**

(Syllabus as of January 9, 2017)

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**Office Hours** - Wednesdays, 5-6 PM, before scheduled class sessions or by appointment

**Class Schedule** PA 722 will meet on Wednesdays from 6-8:45 PM beginning on January 25<sup>th</sup> and ending May 24<sup>th</sup>.

### **Course Overview**

This course focuses on the structure, form, processes, strategy, regulations, & innovations of government agency and non-profit organizations. Their methods & processes to manage programs that provide and produce products and services for the public and/or their clients will be studied, discussed, and analyzed.

These methods & processes will be studied within a framework of 3 concepts - 1. Inputs - structure and basic processes; 2. Processes - leadership and methods for enhancing performance, and 3. Outputs and Measurement of organizational performance and results.

**1. Inputs** are all efforts that go into the structure and basic processes of the organization including people, laws, charters, demographics, financial investments, technology, and materials.

**2. Leadership and methods** for enhancing performance include the culture, rules, procedures, networks, and collaborations within the organization that utilize the inputs to create outputs.

**3. Outputs** include services, products, and experiences that an organization creates using its inputs and processes; measurements of outputs are included.

The study of organizations is a broad subject and crosses many disciplines. Concepts, ideas, and research from business management, finance and economics, systems thinking, group processes, and anthropology will be used. A range of organizational models as well as case studies and students' experiences will be used to analyze and diagnose organizations and their performance. The intent of this course is to add theories, concepts, thoughts, and experiences to the student's base of knowledge about a range of Public Administration and Non-profit organizations.

Each class session will include a mix of short lectures, large & small group discussions, group experiences and debrief sessions, as well as individual and group led presentations during designated sessions.

The flow of the course sessions will generally follow these core topics:

■ Inputs - Structure and Basic Processes

Examines means and models by which government agencies and non-profit organizations use inputs to establish the organization, to set goals and objectives, design programs and service units, create strategic plans for the future, gauge and report their institutional progress against external environmental change forces. This section details different strategy and planning methodologies including SWOT analysis, scenario planning, assumptions based planning, environmental and horizon scans, and other models of strategic thinking by which public sector and non-profit entities use inputs to develop their offerings.

■ Leadership and Methods for Enhancing Performance

Assesses concepts & systems for service quality, cost control, productivity, risk management, and sustainable resource usage that impact how well organizations produce, and deliver essential program products and services. This section addresses management concepts such as balanced score card, lean and cycle time analysis, quality measurement, business process reengineering, customer service satisfaction, green management, and employee engagement to achieve high performance and reliable services, products, and experiences. The role of leaders in enhancing performance and the development of leaders at all organizational levels will be included in this section.

■ Outputs including Measurement of Organizational Performance and Results

Explores the range of performance measurement indicators from budget analysis, program evaluation, and customer/client satisfaction surveys to logic models and impact analysis. Measurement of internal processes as well as measurement of organizational outputs will be covered.

**Course Grading**

**Organizational Diagnosis Paper (50% of grade)**

This paper of 8 - 10 pages will include a 3 year plan to expand services of a chosen organization - either the student's current organization or another organization of interest. It will include a 4-5 page diagnosis of the current state of the organization and a 4-5 page action plan designed to be used by a Board, Executive Director, or a new, incoming Leader. A 1 page executive summary will be provided to all class members at the final course session. Additional details and guidance will be provided during session 1.

**Group-led Exercise for improving organizational performance (50% of grade)**

During 3 sessions of the class, teams of 3-5 students will present a 5 - 7 page power point on the theory and use of a process improvement technique or a measurement/evaluation method. The team will facilitate the class in a 20 -30 minute experience applying the technique. Additional details and guidance will be provided during session 1.

**Required Book:**

John Bryson, Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement. (2011)

Required articles (from the web and/or university materials) are included for each class session.

There may be additional articles and reports supplementing the content for each of the course sessions. These will be provided at sessions 2, 6, & 10.

## Overview of Sessions and Readings

### Session 1: Basics

- Use pre-course questionnaire (see 2<sup>nd</sup> attachment) to get acquainted with all students and their organizations.
- Review basics of course (objectives, grading, overview of sessions, etc.)
- Discuss the use of models for analyzing organizational performance
- Identify key resources beyond required readings (university resources, public websites, journals, etc.)
- Discuss readings as examples of key models of organizational performance
  - o Bryson, chapters 1, 2, & 4

### Sessions 2, 3, & 4: Deep Dive into “Inputs”

- Build on session 1 discussion on a range of organizational models from readings
- How does the history of an organization affect the present state?
- What is the role of vision, mission, goals, objectives, and values in an organization’s on-going performance?
- How can each evolve and be strengthened via continuous improvement processes?
- What are components of scenario planning (or environmental scanning) and how can they be used to support an organization’s long and short-term performance?
- Who sets strategy - how? Why?
- Discuss a range of uses for SWOT analysis
- What are market mechanisms and how might they be used within an organization?
- Discuss the impact of the evolving role of typical organizational functions - Operations, Finance, Legal, Technology, HR, etc.
- Readings
  - o Bryson, chapters 3, 5, 6 (Sessions 2-4)
  - o Kleiner & Nichols, “Twenty Questions for Business Leaders: <http://www.strategy-business.com/feature/20-Questions-for-Business-Leaders>” (S2)
  - o “The Five Domains of High Performance”, [www.i4cp.com](http://www.i4cp.com) (S2)
  - o “Mastering the building blocks of strategy”, McKinsey Quarterly, October 2013 (S2)

- o “Seeing your company as a system”, strategy+business.com, Summer 2010, Issue 59 (S3)
- o “What is strategy?”, HBR, November-December 1996 (S3)
- o Collins & Porras, “Building your company’s vision”, HBR, September-October 1996 (S3)
- o “Mobilizing the Informal Organization” (13 pages)  
<http://www.strategyand.pwc.com/reports/mobilizing-informal-organization> (S4)
- o “Stop Blaming Your Culture” (10 pages)  
<http://www.strategy-business.com/article/11108?gko=f4e8d> (S4)
- o <http://www.workshopexercises.com/Facilitator.htm> (S4 - Facilitation Skills)
- o <https://www.coachingforchange.com/publO.html> (S4 - Asking Powerful Questions)
  
- o “Accelerating talent development and performance improvement” (64 pages)  
<http://dupres.s.com/articles/work-environment-re-design/> (optional)
- o Cohen, The Heart of Change Field Guide. Harvard Business School Press, 2005 (optional)

#### **Session 5: Practicum on “Inputs” - student led activities**

- Three teams of 3 students each will lead a small group activity engaging the remainder of the class
- Detailed directions will be provided in Session 1

#### **Sessions 6, 7, & 8: Deep Dive into “Process Improvement” - process re-engineering, TQM, Six Sigma, change management, innovation, engagement and culture**

- Discussion of the range of TQM tools - how & when to use each one, how to become proficient at facilitating each tool
- How to analyze and diagnose current problems in the organization
- When is process mapping useful for diagnosis?
- How to use systems thinking archetypes for diagnosis
- Roles in a change management plan - sponsor, change leader, etc.
- Can innovation & change exist at all times in any organization?
- What are the roles of networks and collaboration in improving performance?
- Readings
  - o Bryson, chapters 7, 9, 10
  - o Berry, Frances S. (2007). Strategic Planning as a Tool for Managing Organizational Change, *International Journal of Public Administration*, 30(3):331-344. (Infoworld Journals)
  - o Maleyeff, John (2007). Improving Service Delivery in Government with Lean Six Sigma, IBM Center for the Business of Government, pages 6-33. (IBM)  
<http://www.businessofgovernment.org/sites/default/files/MaleyeffReport.pdf>

- o <http://www.businessofgovernment.org/report/encouraging-and-sustaining-innovation-government>
- o “Strategic Action Coaching”; [www.oliverwvman.com](http://www.oliverwvman.com)
- o Eric McNulty, “The Source of Organizational Dysfunction, Revealed ! ” [www.strategy-business.com/blog/The-Source-of-Organizational-Dysfunction-Revealed](http://www.strategy-business.com/blog/The-Source-of-Organizational-Dysfunction-Revealed)
- o “Developing leaders in a VUCA environment”, [www.execdev.unc.edu](http://www.execdev.unc.edu)
- o <https://thesystemsthinker.com/positive-systems-archetypes/>

### **Session 9: Practicum on “Process Improvement” - student led activities**

### **Sessions 10,11, & 12: Deep Dive into “Outputs” (services, products, experiences)**

- Discussion of definition and measures of services, products, experiences
- Short and long-term measures
- What are the roles ROI plays in finance and beyond?
- Review and discuss examples of customer surveys & employee surveys
- What measurements should not be done?
- What are the “exhaust” outputs of the organization? Should they be measured?
- How can all stakeholders (employees & leaders, alums of org, board, funders, watchdog groups, regulatory agencies, customers & clients) become engaged to measure aspects of organizational performance?
- Readings
  - o Stephen Few, “Data Visualization and the Human Brain”, [www.trytableau.com](http://www.trytableau.com)
  - o Kostman and Schiemann, “People equity: the hidden driver of quality”, [www.asq.org](http://www.asq.org), May 2005
  - o “The impact of employee engagement on performance”, HBR Publishing Service, also see [www.achievers.com](http://www.achievers.com)
  - o Reichheld and Rogers, “Motivating through metrics”, HBR, 09.01.2005
  - o Reichheld, “Zero defections; quality comes to service”, HBR, 09.01.1990
  - o Pfeffer, “Building sustainable organizations: the human factor”, research paper no. 2017, [www.stanfordschoolofbusiness.edu](http://www.stanfordschoolofbusiness.edu)., February 2009

### **Session 13: Practicum on “Outputs” - student led activities**

### **Session 14: TBD**

### **Session 15: Leadership - Key Skills, Assessment (MBTI, LSI) & Debrief; Content Review and Debrief of Course**

- What is the current thinking on nature of leadership?

- Role of neuroscience research
- Problem-solving and decision-making models - traditional skills of leadership
- Critical thinking - what is it and how can it be developed
- Review of various leadership and personality assessments
- Complete & debrief a personality assessment
- Readings
  - o Bryson, chapters 11 & 12
  - o Roger Martin, “How Successful Leaders Think”, HBR, June 2007
  - o “MBTI <https://www.16personalities.com/free-personality-test>
  - o Blunt, Roy (2004). Growing Leaders for Public Service, IBM Center for The Business of Government, pages 7-22. (IBM) [16 pages]  
<http://www.businessofgovernment.org/sites/default/files/BluntReport3.pdf>
  - o Gary Hamel, “Moon Shots for Management”, HBR, February 2009
  - o “The Role of Critical Thinking in Effective Decision Making;  
[www.globalknowledge.com](http://www.globalknowledge.com)
  - o [www.theenergyproject.com](http://www.theenergyproject.com)
  - o Buckingham & Clifton, Now, Discover Your Strengths, The Free Press, 2001 (optional)

## **Session 16: Exam - Presentation and Discussion of Organizational Diagnoses**

### **Course Learning Objectives:**

1. Identify those inputs necessary for an organization’s performance and the role of each input within the strategy of the organization.
2. Identify the basic processes of an organization, analyze each process for its effectiveness, and determine a course of action to remedy any ineffective process.
3. Use a range of metrics to analyze the effectiveness of outputs of the organization as well as to develop an action plan for improvements needed.
4. Understand the range of tools available for performance management and planning; match tools with organizational need.
5. Facilitate process improvement tools and use leadership skills to ensure all stake-holder voices are heard. Present findings from these processes using power-point or other visual aids.

## **UNIVERSITY DATES AND RELATED INFORMATION**

### **B. CHSS Policy**

Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

**Final Exam:** According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

[http://www.sfsu.edu/~acadres/final\\_exams/finaIsl7.htm](http://www.sfsu.edu/~acadres/final_exams/finaIsl7.htm)

**CHSS Withdrawal Policy: The last day to drop a class is February 10<sup>th</sup>, 2017**

**untill:59pm. Administrative drops will no longer be permitted or approved after February**

**10<sup>th</sup>. Starting February 11<sup>th</sup> - April 24<sup>th</sup> you must submit a paper withdrawal petition.** Withdrawal from a class starting **February 11<sup>th</sup>** will be considered for *serious and compelling* reasons only and **must have accompanying documentation**. The following reasons are **not** considered *serious and compelling*: Changing your major, poor performance, class not required for graduation/major, lacking the pre-requisite, instructor forgot to drop me, not attending class or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, **documentation will be required**, along with a copy of unofficial transcripts. Submit your petition **within a reasonable timeframe (e.g., within 2 weeks of a change in work hours, illness, etc.)**. From **April 25<sup>th</sup> - May 16<sup>th</sup>, 2017**, you **may** not withdraw from a class or the University, except only in the case of a **documented** serious illness or verified accident.

**Withdrawals cannot be initiated electronically and must be submitted using a paper application.** All electronic submissions of withdrawals will be denied automatically by the Associate Dean. **You are only allowed to withdraw from a maximum of 18 units and take a class no more than 2 times at SF State.** Approval from the instructor and/or Chair does not constitute automatic approval from the Associate Dean so continue attending class until a decision is made. Please refer to the following website for further information on withdrawal policies: <http://chss.sfsu.edu/src>.

**CR/NC Option: The last day to request CR/NC option is March 17<sup>th</sup>, 2017 untill:59pm.** The Associate Dean will not approve requests for changes if you miss this deadline.

**Late Add Policy: The period to add classes via permission numbers is January 23<sup>th</sup> - February 10<sup>th</sup>, 2017 until 11:59.** It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting **February 11<sup>th</sup>**, a Waiver of College Regulations petition must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

**Check your registration through *SF State Gateway*:** Sign up for CR/NC, drop and add classes by the appropriate deadline online through *SF State Gateway*. **ALWAYS** check your registration after making any changes and **BEFORE** deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no

credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. **It is ALWAYS the student's responsibility to ensure their schedule is correct, even if the instructor indicates they will drop you.**

The information contained here can be viewed on the Registration Calendar at the following website:

<http://www.sfsu.edu/~admisrec/reg/regsched2173.html>.

**Disability Programs and Resource Center:** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email [ldprc@sfsu.edu](mailto:ldprc@sfsu.edu).

**Student Disclosures of Sexual Violence:** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

**The SAFE Place** - (415) 338-2208: [http://www.sfsu.edu/~safe pic/](http://www.sfsu.edu/~safe_pic/)

**Counseling and Psychological Services Center** - (415) 338-2208; <http://psvservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>