

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Spring 2-1-2010

PSC 595.01: Performance Measurement

Jesse Munro

The University Of Montana, jesse.munro@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Munro, Jesse, "PSC 595.01: Performance Measurement" (2010). *University of Montana Course Syllabi*. 6990.

<https://scholarworks.umt.edu/syllabi/6990>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Political Science 595
Improving Work Culture and Processes

Prof. Jesse Munro
Phone 406-431-0047
E-Mail: jesse.munro@umontana.edu

Office: Corbin 252
Office Hours: MWF 10 am – 11:30 am and
2 pm – 3 pm
Class Location: On-line

Course Description:

Public /government programs have a moral obligation to strive for excellence. It is incumbent on public managers to instill this value in the culture and processes of public programs. This requires public managers to make work culture and process changes. This course introduces the student to the complexity of two core components of strategic management: the management of program culture and the management of work processes. Program culture refers to the shared commitments / values that guide staff members as they carry out their mandated objectives. Work processes, by contrast, refer to the actual sets of activities that must be carried out efficiently and effectively if the mandated objectives are to be achieved in optimal fashion. Here emphasis is place on adding value to the final product or service by eliminating wasted time, abolishing unnecessary regulations and clearances, and continuously improving how the work is performed. The course focuses on the many facets necessary in developing a plan for making a culture change.

Course Objectives:

1. To identify and acquire substantive knowledge and understanding of the traditions that structure culture change in public programs.
2. To develop a plan based on these traditions for improving work culture and processes.

Required Textbooks:

Working with Culture: The Way the Job Gets Done In Public Programs, Anne M. Khademian, CQ Press, ISBN 1-56802-687-0.

The Ethics Challenge: Strengthening Your Integrity In A Greedy World, Bob Stone and Mick Ukleja, Morgan James Publishing, ISBN 978-1-60037-609-2

All other assigned readings are provided in **Course Materials** on the Course Menu.

Course Requirements:

Learning Units must be completed each Wednesday night by 7 pm (MST). Students are required to read the mini-lectures, all assigned readings, participate on the discussion board, and complete all writing assignments by the established times. Learning Units provide “*Learning Points*” based on what the instructor and authors are trying to emphasize as key elements for the student to learn and understand. These are not to be considered all-inclusive and the student is responsible for utilizing these “*Learning Points*” in conjunction with the readings in developing their understanding.

All time requirements for discussion board answers, papers, and projects will be based on Mountain Standard Time and are considered due by 7:00 pm MST each Wednesday. The instructor will be online reviewing student responses to discussion board questions each Wednesday night from 7 to 9 pm (MST).

Course Grading and Assessment:

Six writing assignments are required. The first five assignments are short writing assignments and are to be two to five pages in length. The specific length requirement is identified in each assignment. The assignments are to be double-spaced (12-font Times New Roman) with one inch margins all around. **You may not use contractions in writing the papers.** Place your name on the first page in the upper left hand corner. The sixth assignment is your comprehensive *Final Plan for Improving Work Culture and Processes*. Students are required to follow the instructions contained in the relevant Learning Unit for each assignment. Refer to Learning Unit 1 for writing assignment requirements.

Writing assignments shall be e-mailed to me at jesse.munro@umontana.edu no later than the date due prior to 7:00 pm MST. If you are going to be late with an assignment, please let me know in advance of the due date and time.

A listing of **Writing Assignments** and **Due Dates** is available to you under **Assignments** on the Course Menu for this course. There is an abbreviated list of due dates at the end of this syllabus.

Sources for Writing Assignments: Students are encouraged to utilize sources provided in and through the Mansfield Library.

Grading will be based on your Discussion Board Responses and writing assignments. Writing Assignments 1 – 5 are worth 50 points each. Writing Assignment 6 is worth 100 points and Discussion Board responses are worth 111 points for the semester, for a total of 461 points. The Discussion Board requires **active student participation** which means that the student engage in a week long discussion regarding the topic for the week incorporating the questions presented. Discussion Board points will be available at the end of the semester. If you are

curious as to how you are doing on your Discussion Board questions during the semester, you may call or email the instructor.

Grades will be determined on the following scale:

| | | | |
|------|---------|------|---------|
| A = | 429-461 | C = | 337-354 |
| A- = | 415-428 | C- = | 323-336 |
| B+ = | 401-414 | D+ = | 309-322 |
| B = | 388-400 | D = | 290-308 |
| B- = | 369-387 | D- = | 277-289 |
| C+ = | 355-368 | F = | 0-276 |

Writing assignments received will be graded based on the following rubric:

Criteria for Grading

Writing Assignments 1 - 5

| | D- | C- | B- | A- | A | |
|---|-----------|----|----|----|---|-----|
| 1. Thoroughness of answer | 1 | 2 | 3 | 4 | 5 | X3= |
| 2. Sophistication of analysis/understanding | 1 | 2 | 3 | 4 | 5 | X3= |
| 3. Organization & logical development | 1 | 2 | 3 | 4 | 5 | X3= |
| 4. Clarity of expression | 1 | 2 | 3 | 4 | 5 | X1= |
| 5. Grammar and punctuation | See Below | | | | | |

Writing Assignment 6

| | D- | C- | B- | A- | A | |
|---|-----------|----|----|----|----|-----|
| 1. Thoroughness of answer | 6 | 7 | 8 | 9 | 10 | X3= |
| 2. Sophistication of analysis/understanding | 6 | 7 | 8 | 9 | 10 | X3= |
| 3. Organization & logical development | 6 | 7 | 8 | 9 | 10 | X3= |
| 4. Clarity of expression | 6 | 7 | 8 | 9 | 10 | X1= |
| 5. Grammar and punctuation | See Below | | | | | |

1. Thoroughness of answer. The best essays address a theme or thesis thoroughly and with sufficient detail to demonstrate that the subject is fully understood.

2. Sophistication of analysis. In the best essays, the author does much more than just explain or describe. He or she demonstrates having thought about the subject in depth. The subject is analyzed from many angles and assessed critically.

3. Organization and logical development. The best essays show evidence of prior planning as if they have been outlined in advance. They have a purpose or theme which is introduced in the introduction, developed in the body of the essay and returned to in the conclusion. Paragraphs are well constructed and are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinions, and details explain the main point and lend credibility to each point being developed.

4. Clarity of expression. In the best essays, words are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

5. Grammar, punctuation, and spelling. The best essays are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs, sentence fragments, or run-on sentences.

One point will be subtracted for each occurrence of the following:

- single sentence paragraph
- verb-subject disagreement
- sentence fragment (incomplete sentence)
- run-on sentence
- contractions
- misspelling

This is a graduate level course and assignments and Discussion Board participation should reflect a graduate level of thought and effort. Assignments will be assessed (graded) based on your presentation of your knowledge and understanding of the concepts being presented. This includes your ability to interpret, comprehend, analyze, apply and explain these concepts. Have you grasped what the readings and mini-lectures have presented and can you apply it?

Discussion Board Questions will be assessed based on your response: 1) does it address the question asked; 2) does the response reflect an understanding of the concept or question; and 3) is it based not only on what you have been presented, but also includes insights that you have and can justify. (See the grading rubric below)

The Discussion Board provides each student with the opportunity for self-assessment. **By reading others responses and discussing the topic with them on the Discussion Board, you can assess your understanding.** The Discussion Board provides instant feed-back between students and between students and the instructor.

To reiterate, the Discussion Board involves **active student participation**, which means that the student engage in a week long discussion with other students regarding the topic for the week and incorporating the questions presented. In other words, you should enter the site more than once reviewing other student responses and responding when necessary. Your discussion should address the questions presented, but is not limited to those questions. You may discuss any issues related to the Learning Unit. Refer to Learning Unit 1 for Discussion Board requirements.

Discussion Board responses will be graded based on the following rubric:

| One (1) Point | Two (2) Points | Three (3) Points |
|--|---|---|
| Student responds once to the question asked, but response is: A) not fully supported by analysis of readings, lecture, or other sources; B) address the topic but lacks insight. | Student responds once to the question asked and response is: A) supported by an analysis of the readings, lecture, or other sources; B) addresses the topic; C) reflects an understanding of the concept or question; and is based not only on what the student has been presented, but includes insights that have and can justify. | <p>Student response is supported by analysis of the readings, lecture, or other sources.</p> <p>Student initiates a new thread of thought or application to real life experience or thought.</p> <p>Student responses have been posted throughout the week and the postings: A) address the topic; B) reflect an understanding of the concept or question; C) is based not only on what the student has been presented, but includes insights that they have and can justify.</p> |

Office Hours and Availability

Since I am teaching on campus courses, I do have office hours which are Monday, Wednesday, and Friday, 10 am – 11:30 am, and 2pm – 3 pm. You may contact me at anytime during those hours. I will also be online every Wednesday evening from 7pm – 9pm; I will be on-line during these hours reviewing responses, asking questions, and making comments and suggestions, if necessary. You are welcome to join me online during that time if you wish...it is not mandatory. You may call or email me at anytime during any of these hours. The key is, in reality, you may contact me anytime you so desire, not just during those hours. I will also be available to you by appointment. My office is located in 252 Corbin Hall.

Phone: You may **contact me via phone at 406-431-0047 at anytime**. This is my cell phone number and I have it on 24/7. If I do not answer, you may leave a message and I will call you back as soon as possible. Remember, that I am teaching other classes.

Email: You may **email me at anytime** at jesse.munro@umontana.edu. I will make every effort to respond within 24 hours of receiving your email. The only time it may take longer to respond is if you email me on a weekend. If I do not have access to the internet, it may be Monday before I respond to you.

Again, I want to reiterate...**do not hesitate** to call, email, or drop by the office. I am here to enhance your learning experience.

Other Student Resources

There are other resources available to you on the Blackboard. At the top-left you will notice there is a link to the UM Mansfield Library. You may also go to the UM website and click on

"libraries." If you need assistance navigating through the Blackboard, you can click on the BB Tutorials tab next to the Mansfield Library tab. If you need ADA assistance in taking this course, you may contact the University of Montana Disability Services for Students at their website <http://life.umt.edu/dss> or email them at dss@umontana.edu. Students taking this course are expected to do so under the provisions set forth in the UM Student Conduct Code. You can review the SCC by visiting the website at <http://life.umt.edu/VPSA/name/StudentConductCode>. There is one new service available to you through **The Writing Center**...they now offer free one-on-one online tutoring "to all students seeking to become more effective writers. You can email them at onlinetutoring@umontana.edu or point your browser to <http://www.umt.edu/writingcenter>.

Weekly Assignments

Learning Unit 1 (Due 27 Jan 2010) Introduction to Improving Work Culture and Processes

Read the mini-lecture, complete the assigned readings, and respond to the Discussion Board Questions.

Assigned Readings:

The Ethics Challenge, Bob Stone and Mick Ukleja, Chapters 1 & 2, Pages 1-16

Learning Unit 2 (Due 03 Feb 2010) The Big Picture / SHRM

Read the mini-lecture, complete the assigned readings, and respond to the Discussion Board questions.

Assigned Readings:

Reading 1, 2 and 3 (Course Materials)

The Ethics Challenge, Bob Stone and Mick Ukleja, Chapter 3, Pages 17-22

Learning Unit 3 (Due 10 Feb 2010) Working With Culture / Culture as a Management Tool

Read the mini-lecture, complete the assigned readings, respond to the Discussion Board questions, and complete **Writing Assignment 1**.

Assigned Readings:

Working with Culture, Anne M. Khademian, Chapters 1 & 2, Pages 1-36

The Ethics Challenge, Bob Stone and Mick Ukleja, Chapters 4 & 5, Pages 23-48

Writing Assignment 1 is due today!

Learning Unit 4 (Due 17 Feb 2010) Cultural Roots Framework

Read the mini-lecture, complete the assigned reading, and respond to the Discussion Board questions.

Assigned Readings:

Working with Culture, Anne M. Khademian, Chapter 3, Pages 42-82

The Ethics Challenge, Bob Stone and Mick Ukleja, Chapters 6 & 7, Pages 49-62

Learning Unit 5 (Due 24 Feb 2010) Detecting Cultural Commitments

Read the mini-lecture, complete the assigned readings, respond to the Discussion Board questions, and complete **Writing Assignment 2**.

Assigned Readings:

Working with Culture, Anne M. Khademian, Chapters 4 & 5, Pages 88-122

Reading 4 (Course Materials)

The Ethics Challenge, Bob Stone and Mick Ukleja, Chapter 8, Pages 63-66

Writing Assignment 2 is due today!

Learning Unit 6 (Due 03 Mar 2010) Getting the Job Done With Culture

Read the mini-lecture, complete the assigned readings, and respond to the Discussion Board questions.

Assigned Readings:

Working with Culture, Anne M. Khademian, Chapter 6, Pages 124-138

The Ethics Challenge, Bob Stone and Mick Ukleja, Chapters 9, 10, & 11, Pages 67-82

Learning Unit 7 (Due 10 Mar 2010) Visionary / Transformational Leadership

Read the mini-lecture, complete the assigned readings, respond to the discussion Board questions, and complete **Writing Assignment 3**.

Assigned Readings:

Reading 5, 6, 7 and 8 (Course Materials)

Writing Assignment 3 is due today!

Learning Unit 8 (Due 17 Mar 2010) Emotional Intelligence / Emotional Labor

Read the mini-lecture, complete the assigned readings, and respond to the Discussion Board questions.

Assigned Readings:

Reading 9, 10 and 11 (Course Materials)

The Ethics Challenge, Bob Stone and Mick Ukleja, Chapter 12, Pages 83-88

Learning Unit 9 (Due 24 Mar 2010) Strategic Planning

Read the mini-lecture, complete the assigned readings, respond to the Discussion Board questions, and complete **Writing Assignment 4**.

Assigned Readings:

Reading 12 (Course Materials)

The Ethics Challenge, Bob Stone and Mick Ukleja, Chapters 13 & 14, Pages 89-106

Writing Assignment 4 is due today!

Learning Unit 10 (Due 31 Mar 2010) NO CLASS...SPRING BREAK

Learning Unit 11 (Due 07 Apr 2010) Culture / Process Quality and Value

Read the mini-lecture, complete the assigned readings, and respond to the Discussion Board questions.

Assigned Readings:

Reading 14, 15, 16, 17 and 18 (Course Materials)

Learning Unit 12 (Due 14 Apr 2010) Process Improvement / Operations Management

Read the mini-lecture, complete the assigned readings, respond to the Discussion Board questions, and complete **Writing Assignment 5**.

Assigned Readings:

Reading 19 and 20 (Course Materials)

The Ethics Challenge, Bob Stone and Mick Ukleja, Chapter 15, Pages 107-116

Writing Assignment 5 is due today!

Learning Unit 13 (Due 21 Apr 2010) The Big Picture / Putting It All Together

Read the mini-lecture, complete the assigned readings, respond to the Discussion Board questions, and begin working on **Writing Assignment 6**.

Assigned Readings:

The Ethics Challenge, Bob Stone and Mick Ukleja, Chapters 16 & 17, Pages 117-128

Learning Unit 14 (Due 28 Apr 2010) Putting It All Together

Read the mini-lecture, complete the assigned reading, respond to the Discussion Board questions, and continue working on **Writing Assignment 6**.

Assigned Readings:

No assigned readings.

Learning Unit 15 (Due 05 May 2010) The Final Product

Read the mini-lecture, respond to the Discussion Board questions, and complete **Writing Assignment 6**.

Assigned Readings:

No assigned readings.

Writing Assignment 6 is due today - Final Plan!

ASSIGNMENT DUE DATES: CALENDER

| | | |
|------------------|----------------------|--|
| 10 February 2010 | Writing Assignment 1 | Identifying Program Culture |
| 24 February 2010 | Writing Assignment 2 | Commitments / Values |
| 10 March 2010 | Writing Assignment 3 | Transformational Leadership |
| 24 March 2010 | Writing Assignment 4 | Strategic Plan |
| 14 April 2010 | Writing Assignment 5 | Process and Value Analysis |
| 05 May 2010 | Writing Assignment 6 | Final Plan for Improving Work Culture and Processes |