



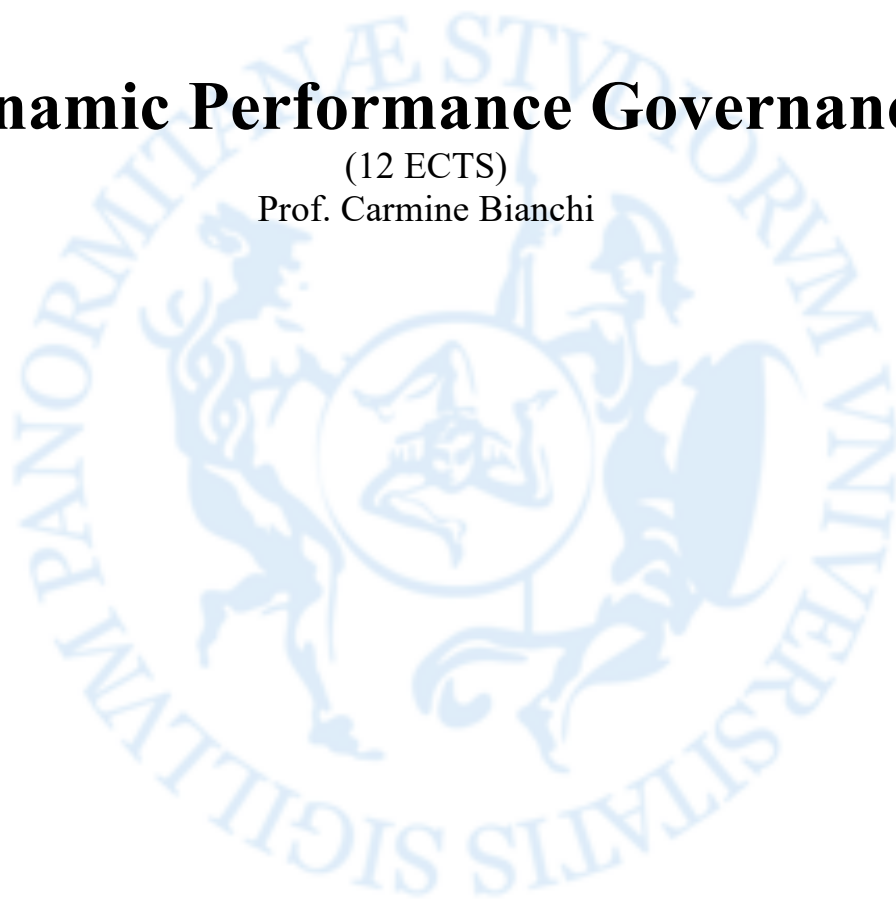
Master of Science in Public Management
Department of Political Sciences and International Relations
University of Palermo, Italy.



Dynamic Performance Governance

(12 ECTS)

Prof. Carmine Bianchi



1. Course description

The course aims at applying Dynamic Performance Management principles to the governance of local areas. Particularly, applying the Dynamic Performance Governance approach to Public Sector organizations and Policy Networks; analysis of the complexity factors (i.e., "wicked problems") that particularly influence and characterize planning, policy design and management in the public sector and policy networks; designing and implementing Dynamic Performance Governance in complex local/regional areas, public sectors, and communities.

To this end, empirical applications of the Dynamic Performance Governance approach to case-studies will be based on real public sectors, local/regional contexts, policy networks and community issues.

2. Learning Outcomes

Knowledge and understanding

Students learn to analyze problems (namely, "wicked problems") through a Dynamic Performance Governance approach at different consequential levels, i.e. from a departmental, political, interdepartmental, to a cross-institutional, policy network, public governance level. The need to link the political and managerial level, planning and control, design and implementation, policy formulation and evaluation is emphasized. The benefits of joined-up government and collaborative governance are explored, and linked with the need to frame the value chain - involving multiple stakeholders - leading to deliver 'products' to citizens, through the fulfillment of processes and activities carried out by a network made of public and private actors. Improving sustainable development, community outcomes, service quality and quality of life are analyzed as primary outcomes of more 'learning-oriented' P&C systems, according to a 'New Public Management and Governance' perspective in the public domain. Students also learn how to adopt the System Dynamics method as an approach to foster a 'learning-oriented' view of outcome-based performance management in the public sector. They learn how to relate system dynamics models coherently and consistently to other Planning and Control models to better support key-actors' learning and decision making in and across various public institutions and domains.

Applying knowledge and understanding

Students develop Dynamic Performance Governance (DPG - or Outcome-based Dynamic Performance Management) frameworks to facilitate effective planning, control, policy design, strategy development, and implementation in various public contexts. More specifically, such knowledge will be applied at three levels, i.e.: a macro, meso, and micro level. The first one relates to contexts that may imply the need to model various inter-related sectors of the economy and to support decision making concerning different 'key-actors', often operating across several institutions. Applying this method on a meso level implies the opportunity to analyze problems from the perspective of a sector, i.e. in a view which is usually adopted by different branches of a public administration (e.g. a Ministry). Applications of DPG at these two levels address the political processes. In developing DPG frameworks addressing all the three levels, students learn to: (1) use DPG as a method that portrays the tight relationships that exist between the managerial and the political level in policy networks; (2) use DPG as a method to support Collaborative Governance settings, - e.g. in defining performance standards, gauging results (i.e., outputs and outcomes), analyzing performance drivers, outlining shared and unshared strategic resources, identifying policy levers and stakeholders. The students will engage in real life case-study analyses in which they will practice their DPG modeling knowledge and understanding on public management and governance disciplines. They will identify the systems structure underlying poor public performance and will develop and assess strategies and policies aimed at performance improvement in local/regional areas. Students will also analyze how to plan, assess and manage sustainable development goals and community outcomes. Students will demonstrate their ability to transfer their skills across management disciplines and public sectors and will learn to approach a problem from a multi-sector and a multidisciplinary perspective.

Making judgements

Through DPG based case-study analyses, students learn to assess the sustainability of public policies and strategies from various perspectives. They gain a systemic, time-related, and open-ended perspective on public organizations and policy networks (e.g., PPP). They also learn to evaluate performance, based not only on financial and tangible factors, but also on intangibles. Outcome-based Performance Management, and strategy development and implementation are considered elements of an integrated approach aimed at fostering policymakers. Students learn to detect the limits of conventional approaches (theories, techniques and tools) for policy design, strategy development and implementation, and performance evaluation. They should be able to reflect on the method to use in order to adopt Outcome-based Performance Management systems as a viable means to foster empowerment, accountability, communication and learning, particularly in policy networks that operate in a complex and dynamic environment. Different levers on which to act in order to affect

radical change in public organizations are examined according to various managerial “schools”, ranging from the Reinventing Government to the New Public Service and Governance approach.

Communication

Students can present and discuss relevant literature sources as well as the result of their case studies in class. They also present results from modeling and simulation sessions to stakeholders in organizations and to interested academics.

Learning skills

Students are enabled to acquire skills that are required for self-studies of the literature on the subject.

3. Course Contents

- Introduction to Dynamic Performance Governance Performance (DPG)
- Public Administration: changes and trends in the management modes of Public Sector Organizations
- Framing Performance in the Public Sector: a DPM perspective
- Bridging Policy Design & Implementation through Dynamic Performance Management to enhance Public Value: An Outcome and Collaborative Governance Approach
- Public Service delivery: is it co-production or co-creation of value?
- Fostering sustainable community outcomes through Collaborative Governance: A Dynamic Performance Management & Governance perspective
- Fostering sustainable community outcomes through Collaborative Governance: A Dynamic Performance Management & Governance perspective -- Case-studies
- Spanning the Boundaries of performance management from Single-Organization Focus towards a Partnership Network
- Lab sessions
 - Urban Brownfield Regeneration - Case-study;
 - Young People’s Services - Case-study;
 - Public Transport Congestion – Case-study;
 - Elder care – Case-study;
 - Social services – Case-study;
 - Police and Safety – Case-study;
 - Labor and unemployment policies – Case-study;
 - Tourism - Case-study;
 - Private partnerships to support urban parks - Case-study.

4. Course Design

The course is comprised of lectures, seminars, group discussions, students’ presentations, modeling sessions and individual assignments/papers. An overall attendance rate of 80% in scheduled sessions is required, and attendance is mandatory in the group discussions, students’ presentations, and seminars, and active participation is required in those sessions.

5. Assessment Methods

Student learning assessment is based on: (1) a written exam, (2) active participation of students in the development and presentation of case-studies during classes. A mid-term examination is also expected. (1) A two-hours written examination is to ensure the acquisition of skills, abilities and skills required. The written exam consists in the analysis of a case-study developed by each student at the end of the course. (2) During the semester students - divided into groups of up to three units and supported by professors - will develop case-studies based on a real public organizations and policy networks. In particular, it is asked to develop a performance management model to explore performance from the perspective of the Dynamic Performance Governance approach. Evaluation criteria (up to 30) - Excellent: 30-30 laude = very good knowledge of the topics, excellent communication skills language, good analytical ability, the student is able to apply knowledge to solve proposed problems - Very good: 26-29 = Good knowledge of the subjects, very good communication skills, the student is able to apply knowledge to solve problems proposed - Good: 24 - 25 = basic knowledge of the main topics, good communication skills, with limited ability to independently apply knowledge to solve the proposed problems - More than sufficient: 21-23 = limited knowledge of the main topics, basic communication skills,

poor ability to independently apply the knowledge acquired - Sufficient: 18-20 = minimum basic knowledge of the main topics, very little or no ability to independently apply the knowledge acquired - Insufficient = the student does not have an acceptable knowledge of the contents of the topics covered in the course.

6. Suggested readings

Reference book

- Bianchi, C. (2016). *Dynamic Performance Management*. Cham: Springer International Publishing.
<https://doi.org/10.1007/978-3-319-31845-5>

Additional readings will be distributed as part of the coursework