



UNIVERSITÀ DEGLI STUDI DI PALERMO

DEPARTMENT	Scienze Politiche e delle Relazioni Internazionali		
ACADEMIC YEAR	2020/2021		
MASTER'S DEGREE (MSC)	COMPLEX ADMINISTRATIONS AND ORGANIZATIONS SCIENCE		
SUBJECT	DYNAMIC PERFORMANCE GOVERNANCE		
TYPE OF EDUCATIONAL ACTIVITY	B		
AMBIT	50523-economico-organizzativo		
CODE	21177		
SCIENTIFIC SECTOR(S)	SECS-P/07		
HEAD PROFESSOR(S)	BIANCHI CARMINE	Professore Ordinario	Univ. di PALERMO
OTHER PROFESSOR(S)			
CREDITS	12		
INDIVIDUAL STUDY (Hrs)	216		
COURSE ACTIVITY (Hrs)	84		
PROPAEDEUTICAL SUBJECTS			
MUTUALIZATION			
YEAR	1		
TERM (SEMESTER)	2° semester		
ATTENDANCE	Not mandatory		
EVALUATION	Out of 30		
TEACHER OFFICE HOURS	BIANCHI CARMINE Monday 18:00 19:00 Il ricevimento con gli studenti va sempre richiesto e confermato via email con il docente. Il ricevimento si terrà nella stanza del docente presso il Dipartimento DEMS oppure attraverso la piattaforma Microsoft Teams. Meetings with students must be always requested and confirmed by email. Meetings will be held at the DEMS Department or by Microsoft Teams.		

PREREQUISITES	English language, Basics of General Management
LEARNING OUTCOMES	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>Learning skills</p> <p>Students are enabled to acquire skills that are required for self-studies of the literature on the subject.</p>
ASSESSMENT METHODS	<p>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.</p> <p>(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.</p> <p>(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.</p> <p>Evaluation criteria (up to 30)</p> <ul style="list-style-type: none"> - 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
EDUCATIONAL OBJECTIVES	<p>The course is aimed at providing students with the following main objectives:</p> <ol style="list-style-type: none"> 1. Applying the Dynamic Performance Governance approach to Public Sector organizations and Policy Networks. 2. 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. 3. Designing and implementing Dynamic Performance Governance in complex local/regional areas, public sectors, and communities. <p>To this end, empirical applications of the Dynamic Performance Governance approach to case-studies based on real public sectors, local/regional contexts, policy networks and community issues.</p>
TEACHING METHODS	Lectures, In-Class Exercises, Computer Lab Sessions, Project Making.
SUGGESTED BIBLIOGRAPHY	<p>Bianchi C., 2016, Dynamic Performance Management, Springer.</p> <p>Additional reading materials will be also distributed to students during lectures and will consist in articles, papers and case-studies to be studied and developed.</p>

SYLLABUS

Hrs	Frontal teaching
4	a) Designing Dynamic Performance Governance Systems in Public Sector organizations: - An instrumental view of performance in the public sector
4	a) Designing Dynamic Performance Governance Systems in Public Sector organizations: - An objective view of performance in the public sector
3	a) Designing Dynamic Performance Governance Systems in Public Sector organizations: - A subjective view of performance in the public sector
5	a) Bridging Policy Design & Implementation through Dynamic Performance Management to enhance Public Value: An Outcome and Collaborative Governance Approach
5	b) Applying Dynamic Performance Management to the public sector on a different scale: a macro, meso, and micro level: - supporting planning, control, performance evaluation, and decision making, in a strategic learning-oriented approach. From Dynamic Performance Management to Dynamic Performance Governance and joined-up government.
3	b) Applying Dynamic Performance Governance to the public sector to frame the relevant system by comprising both public and private sector decision makers
3	b) Applying Dynamic Performance Governance to the public sector: - Different perspectives and application domains for DPG in the public sector: an inter-institutional perspective
3	b) Applying Dynamic Performance Governance to the public sector: - Applying Dynamic Performance Management (DPM) in a macro perspective: planning in State, Region, and Municipal institutions
3	b) Applying Dynamic Performance Governance to the public sector: - Applying DPG in a macro perspective (cont'd): supporting the setting of goals/objectives in State, Region, and Municipal institutions
3	b) Applying Dynamic Performance Governance to the public sector: - Applying DPG in a macro perspective (cont'd): supporting the undertaking of actions in State, Region, and Municipal institutions

SYLLABUS

Hrs	Frontal teaching
3	b) Applying Dynamic Performance Governance to the public sector: - Applying DPG in a macro perspective (cont'd): supporting strategic monitoring and feed-forward mechanisms in P&C systems in State, Region, and Municipal institutions
3	b) Applying Dynamic Performance Governance to the public sector: - Applying DPG in a macro perspective (cont'd): supporting performance evaluation in State, Region, and Municipal institutions
3	b) Applying Dynamic Performance Governance to the public sector: - Applying DPG in a meso perspective: linking political goals with managerial objectives. Matching short with long term performance
3	b) Applying Dynamic Performance Governance to the public sector: - Focusing common objectives, activities, and performance measures. Focusing (shared and unshared) strategic resource dynamics at a governance level to affect performance
3	b) Applying Dynamic Performance Governance to the public sector and policy networks: allocating (shared and unshared) resources and measuring performance using scenario analysis at a governance level. Balancing activity levels affecting different organizations in a same governance network, to affect service quality and efficiency
7	c) Developing Dynamic Performance Governance models to foster sustainable community outcomes: - Urban planning and sustainable development goals
3	c) Developing Dynamic Performance Governance models to foster sustainable community outcomes: - E-government
3	c) Developing Dynamic Performance Governance models to foster sustainable community outcomes: - Industrial networks
3	c) Developing Dynamic Performance Governance models to foster sustainable community outcomes: - Modeling the value chain of delivered services in an inter-institutional perspective
3	c) Developing Dynamic Performance Governance models to foster sustainable community outcomes: - Modeling outcomes, inter-institutional coordination, shared and unshared strategic resources, and related performance measures
Hrs	Workshops
14	1. Urban Brownfield Regeneration - Case-study; 2. Young People's Services - Case-study; 3. Public Transport Congestion – Case-study; 4. Elder care – Case-study; 5. Social services – Case-study; 6. Police and Safety – Case-study; 7. Labor and unemployment policies – Case-study; 8. Tourism - Case-study; 9. Private partnerships to support urban parks - Case-study.