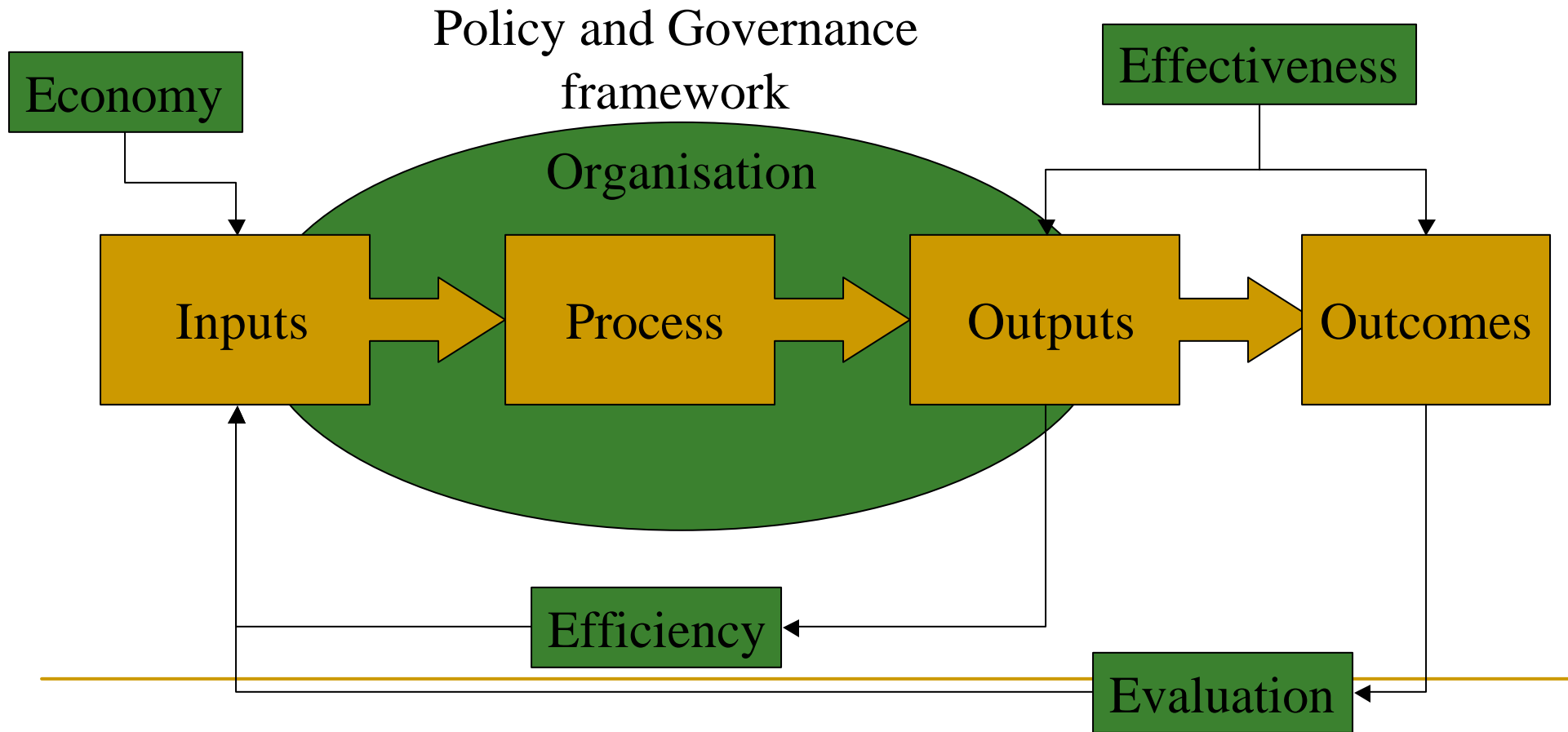

Performance: Reporting Out, Managing In

Prof. Colin Talbot
University of Glamorgan
And
Public Futures

Reporting Out, Managing In

- Reporting Out:
 - Accountability
 - Audit
 - Policy & Evaluation
 - Managing In:
 - Economy
 - Efficiency
 - Effectiveness
 - Equity
-

Public Sector: Simple Performance Model

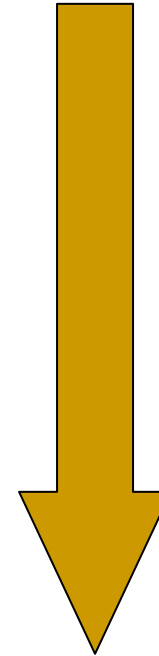


Performance Measurement

Measures of:

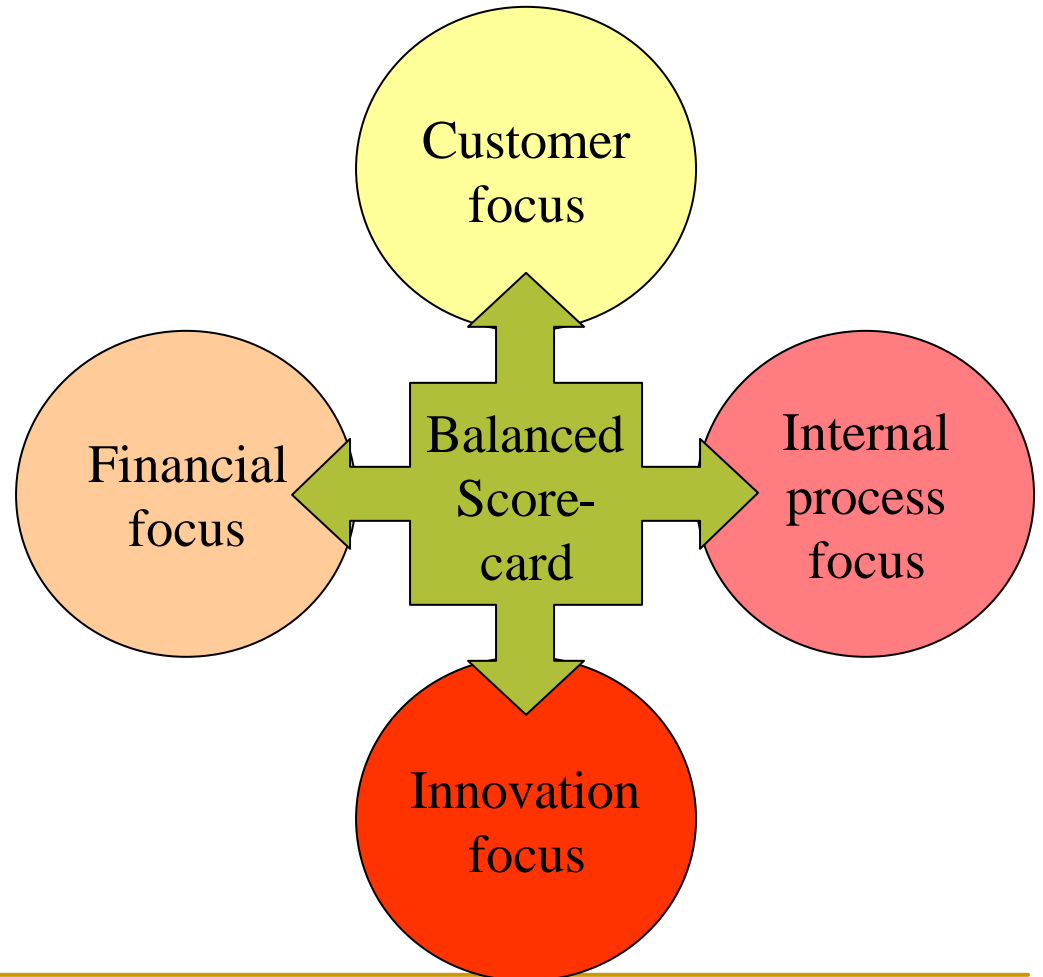
- Inputs and Economy
 - Process, Equity
 - Outputs, Service Delivery
 - Outcomes
-
- Quality indicators in any of these

- Generally there has been movement



Using Balanced Scorecard(s)

- Allows for balance and trade-offs
- Allows for continuity over time
- Allows for integration with other organisational systems



Responses to Performance

- Resources
 - reward success
 - “reward” failure
 - do nothing
 - Regulation
 - Greater autonomy
 - Reduced scrutiny
 - Management and Staff
 - Reward (PRP)
 - Recognition (Awards)
-

Performance as

- Plan
 - Vision
 - Consensus
 - Learning
-

Performance as Planning (Computational Answers)

- rational decision making processes
 - by decision makers to achieve major changes in policy or organisational direction
 - with performance targets and reporting providing a 'command and control' system for monitoring progress towards goals.
-

Performance as Vision (Rationalisation and Inspiration)

- non-rational (usually intuitive) decision making processes by leaders
 - to achieve major changes in policy or organisational direction
 - with performance targets as mainly symbolic and aspirational devices.
-

Performance as Consensus (Bargaining and Ammunition)

- non-rational, bargaining, processes of decision making by politicians and other important stakeholders
 - to achieve a coalition for, usually incremental, changes in organisational direction
 - with performance targets as a ammunition for competing interests.
-

Performance as Learning (Judgement and Learning)

- rational decision making at decentralised points within the organisation or policy field
 - which lead to incremental and evolutionary changes in policy and organisational direction,
 - with diffuse, diverse and sometimes conflicting sets of performance information contributing to evaluative learning processes.
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