



Driving Government Performance

Leadership Strategies That Produce Results

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HARVARD Kennedy School

Executive Education

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DRIVING GOVERNMENT PERFORMANCE

Leadership Strategies That Produce Results

What purpose is our organization responsible for achieving? What results does our organization need to produce to achieve that purpose? How do we motivate our staff to produce these results? Now that we have improved our performance, how do we ratchet up performance to the next level? And are we delivering the services that citizens expect?

Today, every public executive has to improve performance. No longer is this a secondary responsibility. Citizens expect—and deserve—a government that produces results. And they expect these results immediately.

Unfortunately, there is no universal model—no one template that, when inserted into your agency, causes results to miraculously sprout everywhere. After all, every public agency, as it attempts to fix its performance deficits, faces unique challenges. That’s the bad news.

There is, however, also some good news. There exists a coherent collection of leadership strategies that have—always with the necessary adaptations—proven effective in a wide variety of governmental organizations. During *Driving Government Performance*, faculty and executives analyze these leadership strategies so that each participant can adapt them to improve the performance of his or her organization.

Throughout the week, the faculty structures the discussion to ensure that you and your peers fully appreciate these strategies—their underlying cause-and-effect principles, their operational complexities, and their subtleties of adaptation and implementation.

*“At the core of **Driving Government Performance** is a series of thought-provoking case examinations of effective, results-producing leadership strategies. The curriculum offers valuable insights that government executives can employ to develop and communicate a performance plan with clarity and impact.”*

– RICK D. CHANDLER
COMMISSIONER, DEPARTMENT OF BUILDINGS
NEW YORK CITY

CURRICULUM

Driving Government Performance helps public executives build a set of leadership strategies for producing real results:

- » Choosing and producing results: How to decide what results to produce and develop strategies for producing them.
- » Seizing and creating opportunities: How to recognize and shape events and attitudes to build operational capabilities.
- » Measuring performance: How to measure results and use such measures to learn how to improve performance.
- » Establishing targets: How to use specific performance targets to be achieved by specific dates to mobilize people and resources to ratchet up performance.
- » Motivating individuals and energizing teams: How to inspire employees and collaborators to pursue public purposes with dedication and creativity.
- » Capitalizing on success: How to use better results to create an environment for accomplishing even more.

Driving Government Performance is not about creating formulaic performance systems. Instead, the faculty focus on how the leaders of public agencies, working within their existing legal and policy mandates, can adapt proven strategies to inspire people to produce results that citizens value.

Unfortunately, the knowledge of performance leadership is strictly tacit. It is a web of interrelated ideas, concepts, and principles about results, strategy, motivation, and leadership.

Thus, during the week of class analyses, nightly team meetings, and informal discussions with colleagues and faculty, each participant widens and deepens his or her own leadership repertoire. Indeed the curriculum motivates every participant to build, evolve, and adapt his or her tacit knowledge of performance leadership.



WHO SHOULD ATTEND

To employ 21st-century strategies for producing results in any organization (public, corporate, or nonprofit), executives must be able to delegate both responsibility and discretion.

To inspire humans to engage fully in the challenge of producing results, executives can no longer micromanage every detail of every person's work. Executives do need to set clear purposes and specific targets for agencies and teams to achieve. They cannot, however, fool themselves into believing that they alone possess the knowledge necessary to specify every person's every duty.

Executives need to be able to delegate the discretion for designing and implementing the specific tasks that teams and individuals will take to fulfill their responsibility for achieving their targets and thus accomplishing their purposes. After all, teams and individuals will work harder to prove their own approach is effective than they will to demonstrate that their boss is a genius.

Thus, before a governmental jurisdiction can send its executives to Harvard to learn modern leadership strategies for driving performance, it needs to make such delegation possible by getting a handle on corruption.

*“Since I completed **Driving Government Performance**, our team is now achieving outcomes we thought would take years to accomplish.”*

– NATASHA SCULLY
BUSINESS STRATEGIST FOR INNOVATION
DEPARTMENT OF FAMILY AND COMMUNITY SERVICES
NEW SOUTH WALES, AUSTRALIA



**TO APPLY OR LEARN ABOUT PROGRAM DATES,
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Admission is competitive and based on professional achievement and organizational responsibility. There are no formal educational requirements; however, fluency in written and spoken English is a necessity for participation.

This program qualifies for both the Public Leadership Executive Certificate and Public Policy Executive Certificate. Visit www.hks.harvard.edu/ee/certificate to learn more.

FACULTY



Robert D. Behn is a lecturer and the Faculty Chair of *Driving Government Performance*. Bob focuses his research, teaching, and consulting on the challenge of improving performance of government jurisdictions and public agencies. He is the author of *The PerformanceStat Potential: A Leadership Strategy for Producing Results* and *Leadership Counts: Lessons for Public Managers*, and writes the online monthly *Bob Behn's Performance Leadership Report*. Bob has taught executive education seminars in half the states and on six continents—in Bangkok, Berlin, Bogotá, Cape Town, Copenhagen, Lisbon, Kuala Lumpur, Oslo, Reykjavik, Sydney, and Wellington.



Dr. Julie Boatright Wilson is the Harry S. Kahn Senior Lecturer in Social Policy and Faculty Co-Chair of two of the Kennedy School's executive education programs: *Leading Successful Social Programs: Using Evidence to Assess Effectiveness*, and *Performance Measurement for Effective Management of Nonprofit Organizations*. Julie focuses her research on strategies to reform state child welfare agencies, to prevent child abuse and neglect, and to improve children's mental health and child welfare services. For three years, she served as the director of the Office of Program Planning, Analysis, and Development at the New York State Department of Social Services.



Malcolm K. Sparrow is Professor of the *Practice of Public Management* and Faculty Chair of the executive education program, *Strategic Management of Regulatory and Enforcement Agencies*. Malcolm focuses his research on regulatory and enforcement strategy, fraud control, and risk management and analysis. He served ten years with the British Police Service, rising to the rank of Detective Chief Inspector. Malcolm's recent books include *Handcuffed: What Holds Policing Back*, & *the Keys to Reform* (2016); *The Character of Harms* (2008); *The Regulatory Craft* (2000); and *License to Steal: How Fraud Bleeds America's Health Care System* (2000).

“Harvard’s teaching strategy is unique. The faculty—Bob, Julie, and Malcolm—don’t lecture at you. They challenge you: ‘What results should this manager produce?’ ‘Why?’ ‘How?’ You have to be prepared. You have to read the cases. More importantly, you have to think. Finally, it inspired me to come back and make a difference.”

– SCOTT MINNIX

DIRECTOR, GENERAL SERVICES DEPARTMENT, HOUSTON

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