

## Performance Management – Fall 2022

### Course Information

<i>Course Prefix, Number, Section</i>	OBHR 4333-001
<i>Course Title</i>	Performance Management
<i>Days &amp; Times</i>	Tuesday and Thursdays from 830-945am

### Professor Information

<i>Professor (retired)</i>	David Ritchey
<i>Email Address</i>	davidr@utdallas.edu
<i>Office Location</i>	hallway outside classroom
<i>Office Hours</i>	before and after class
<i>Other Information</i>	will use BlackBoard Collaborate when necessary for private meetings

### Course Pre-requisites, Co-requisites, and/or Other Restrictions

Prerequisite: OBHR 3330

### Course Description

OBHR 4333 Performance Management (3 semester credit hours) This course examines the continuous process of identifying, measuring, and developing the performance of individuals and teams, and aligning their performance with the strategic goals of the organization.

### Student Learning Objectives/Outcomes

The effective use of human assets is essential to organizational success. Research indicates that a majority of employees fail to perform up to their potential. This course presents human and intellectual capital as a sustainable competitive advantage and provides the student with performance appraisal tools to more effectively use human assets to increase productivity. The course explores psychological technologies used to empower and motivate employees, reduce stress in the workplace, and increase emotional intelligence. These technologies are combined with organizational design tools to create high performance workplace environments.

Purposes of the course- By the time you leave this class, you should be able to:

1. explain the concept of performance management
2. distinguish performance management from performance appraisal
3. explain the many advantages of and make a business case for implementing a well-designed performance management system
4. recognize the multiple negative consequences that can arise from the poor design and implementation of a performance management system
5. describe the multiple purposes of a performance management system, including strategic, administrative, and developmental
6. describe and explain the key features of a performance management system

### Required Textbooks and Materials

No textbook is assigned. You will be required to access periodical/journal articles. This is easily done through the University library web page.

### Assignments & Academic Calendar

#### Week #1, 8/23/22 and 8/25/22

- Syllabus Review
- Introduction to Performance Management
- Differences between Performance Appraisal & Performance Management
- Purposes and Contributions of Performance Management

#### Week #2, 8/30/22 and 9/1/22

- A Model for Performance Management

- Reading Assignments
  - *Managing employee's performance is complex. That doesn't mean we should stay still.* By Harrison Kim and Chiara Toselliu, found in Workforce Solutions Review, July – September 2019, Volume 10, Issue 3, Pages 30-31.
    - **Idea to think about when reading this article: what is the big message in this little article?**
  - *Leveraging Technology to Achieve Next-Generation Performance Management.* By Anita Bowness, found in Workforce Solutions Review, July-September, 2018, Volume 9, Issue 3, Pages 7-9.
    - **Idea to think about when reading this article: how can we use technology to achieve the engagement they talk about?**
  - *In a World of Technology, How Do We Continue to Talk?* By Raya Rahbari and Lori Blander, found in Workforce Solutions Review, 1<sup>st</sup> Quarter of 2020, Volume 11, Issue 1, Pages 28-30.
    - **Idea to think about when reading this article: why is communication so important in the context of performance management?**

### Week #3, 9/6/22 and 9/8/22

- Defining Performance and Choosing How To Measure it
- Reading Assignments
  - *Driving Results Through Performance Management* by Laurie Kalman, Workforce Solutions Review, March 2016.
    - **Think about this while reading the article: Laurie offered us “Six Rules of Engagement”, think of an original seventh rule of engagement and be ready to explain it to us if you are called upon to do so.**
  - *Overruling Performance Evaluations*, From: Harvard Business Review, November-December 2018, Page 28.
    - **Idea to think about when reading this article: why is there a tendency towards leniency during employee evaluations?**
    - **And another: what might be a potential problem with calibration committees?**

### Week #4, 9/13/22 and 9/15/22

- Measuring Results and Behaviors
- Reading Assignments
  - *Performance Management Technologies for Organizational Coaching*, The Industrial-Organizational Psychologist, January 2016, Volume 53, Number 3, by Tiffany Poepelman and Nikki Blacksmith, article summary notes are posted in eLearning
  - *How AI is Humanizing People Management*, By Adam Rogers, From: Workforce Solutions Review, July – September 2018, Volume 9, Issue 3, pages 25-26.
    - **Idea to think about when reading these articles: how can AI help achieve a more modern and effective manifestation of PM?**

### Week #5, 9/20/22 and 9/22/22

- Comparative and Absolute Appraisals
- Multisource Feedback Systems
- Reading Assignments
  - *Why It's So Hard to be Fair*, Joel Brockner, Harvard Business Review, March 2006
    - **Think about this while reading the article: I believe the author does a good job of presenting process fairness and discerning the differences between it and outcome fairness. However, the section that offers suggestions is, I believe, a little light duty. Think about and be ready to explain if called upon, an original suggestion for implementing process fairness.**
  - *Negative Feedback Rarely Leads to Improvement: Mr. Green, Defend Your Research*, Interview by Scott Berinato from Harvard Business Review, January-February, 2018, pages 32-33.

- **Idea to think about when reading this article: in the majority of workplace circumstance, where employees are not allowed to shop for confirmation; what might the results of this study mean?**

**Week #6, 9/27/22 and 9/29/22**

- Performance Analytics
- Performance reviews are uncomfortable for everyone
- **Written assignment #1 due by 830am, Dallas time on Thursday 9/29/22. See section on written assignments.**
- Reading Assignments
  - HR Analytics: A study into the current state of HR analytics and predictions for its future, study summary notes are posted on eLearning
  - *The Age of Behavioral Analytics at Work: Using IT Metadata to Make Improved Business Decisions*, By Philip Arkcoll, Workforce Solutions Review, June 2020, Volume 11, Issue 2, Pages 16-20.
    - **Idea to think about when reading these articles: what can ONA contribute to PM?**

**Week #7, 10/4/22 and 10/6/22**

- **no in class meeting on either day this week, the test will be completed online**
- **The period for logging in and completing Test #1 will be from 7am to 10am, (Dallas Time) on Thursday, 10/6/22. Once you log in and start the exam, you will have 50 minutes to finish it. The test will then automatically close, and the grade will be entered into the eLearning grade center.**

**Week #8, 10/11/22 and 10/13/22**

- Implementing the Performance Management System
- Reading Assignments
  - *Feed Forward or Feedback- reframing positive performance management*, Human Resource Management International Digest, article summary notes are posted on eLearning
  - *Making a Difference in Talent Development: Leveraging the Link between Learning and Performance* By Hawley Kane, from Workforce Solutions Review, January – March, 2019, Volume 10, Issue 1, pages 28-30.
    - **Idea to think about when reading these articles: how do these articles apply to performance management?**
    - **And another: what changes need to be made in many workplaces to overcome the problems they consider?**

**Week #9, 10/18/22 and 10/20/22**

- Synergistic Relationships
- Reading Assignments
  - *Four Steps to Workplace Civility* by Robert Smither, article summary notes are posted on eLearning
  - *The Price of Incivility* by Porath and Pearson, Harvard Business Review, January-February 2013.
    - **Think about this while reading: I think the authors did a good job explaining the issue and offering strategies for improving the workplace. Think about a moment when you were treated with less than appropriate civility. Could you have utilized the authors' suggestions? Or did you do so naturally?**

**Week #10, 10/25/22 and 10/27/22**

- Performance Coaching
- Reading Assignments

- *From Buzzword to Reality: What it Really Takes to Create a Culture of Success Through Coaching* by Andrew Neitlich, Strategic HR Review, Vol.15 issue: 6, 2016, article summary notes are posted on eLearning
  - **Think about while reading: what are possible benefits to developing a “culture of coaching”**
- *Three A’s of Self Esteem* by Brian Tracy, article summary notes are posted on eLearning
  - **Think about while reading these brief notes: is building our employee’s self esteem part of a “culture of coaching?”**

**Week #11, 11/1/22 and 11/3/22**

- Blame
- Feedback Tactics
- Reading Assignments
  - *Fear of Feedback* by Jay M. Jackman and Myra H. Strober, Harvard Business Review, April 2003
    - **After reading the article, think about this: one of the authors’ suggestions is to perform a self-assessment. In a psychological/behavioral sense, is this easy to do? After all, who knows us better than ourselves?**
  - *Let’s talk about the “F: word: Feedback.* By Chiara Toselli and Harrison Kim, Workforce Solutions Review, October – December 2019, Volume 10, Issue 4, Pages 28-29.
    - **Idea to think about when reading this article: I believe the ability and/or willingness to properly deliver or receive feedback is very personal and contingent in part on personality. What differences have you noted in society in this regard?**

**Week #12, 11/8/22 and 11/10/22**

- The Attitude Continuum
- Reading Assignments
  - *Supportive Communication*, assorted notes are posted on eLearning
  - *Why Trust Matters* by Robert Gray, article summary notes are posted on eLearning
    - **After reviewing the posted notes, consider this: I believe supportive communication is vital to building trust in an organization. If you agree, have a reason ready to explain to us if called upon. Likewise, if you don’t agree.**

**Week #13, 11/15/22 and 11/17/22**

- The Performance Review Interview
- **Written assignment #2 due by 830am, Dallas time on Thursday, 11/17/22. See section on written assignments for complete details.**
- Reading Assignments
  - *The Limits of Empathy*, by Adam Waytz, Harvard Business Review, January-February, 2016.
    - **After reading the article, consider this: I like the author’s suggestions for “How To Control Excessive Empathy.” Think about and be ready to explain if called upon, an original smarter way to empathize.**

**Week #14, 11/22/22 and 11/24/22**

- **No class this week**
- Fall Break and Thanksgiving

**Week #15, 11/29/22 and 12/1/22**

- **We will meet formally on Tuesday 11/29/22 only this week**
- Topics for Tuesday, 11/29/22
  - Regulatory Issues and Legal Principles
  - Future Trends in Performance Management
- **No formal class meeting on Thursday 12/1/22**

- **I will be in the classroom during the class period on Thursday 12/1/22 for individual conversations only (in case you have questions about grades or procedural questions about the test)**
- **This will not be a review session. As before I don't go over the review guide. That's just for you.**

**Week #16, 12/6/22**

- **no in-class meeting this week, the test will be completed online on Tuesday 12/6/22**
- **The period for logging in and completing Test #2 will be from 7am to 10am, (Dallas Time) on Tuesday, 12/6/22. Once you log in and start the exam, you will have 50 minutes to finish it. The test will then automatically close, and the grade will be entered into the eLearning grade center.**

## Written Assignments

There are two (2) written assignments. They will need to follow the format described here:

- The equivalent of four full and complete typed pages for each assignment is required, you may of course go longer than the 4-page equivalent, but it must be at least four complete equivalent pages to receive full credit
- The four (4) pages must include at least 4 appropriately formatted citations from a minimum of 3 sources (no Wiki's).
- one-inch margins and a #12 font, double spaced
- Use either APA, Chicago, MLA, or Turabian style and citation format. Your computer will support at least one of these (even my old computer at home supports them all).
- Quotations should not be used and are not necessary for these written assignments.
- Use a suitable "voice" for academic writing; do not use the first-person voice.
- Avoid slang, use professional language.
- Be concise; good writing is concise and to the point.
- **It is imperative that you use good citation habits. It is plagiarism to use other writer's words and ideas. If you don't know how to cite something, your computer does. You need to figure out how to use it.**
- All papers will be submitted to a plagiarism check.
- I will not preview papers. You are allowed just one submission.
- Partial credit will be given for otherwise acceptable submissions of less than four complete pages.
- Make sure your name is on the paper (and not just the email).
- Late submissions will not be accepted. If you are a habitual procrastinator (probably describes all of us at least a little bit), then find a way to overcome it.

**A note regarding how we will turn in the written assignments:** this is important.

- All assignments will be due by 830am, **(830am, Dallas time)** on the day the assignment is due, your best strategy is to finish and submit 24 hours early to make sure you don't miss the deadline
- Use only an attached plain word document. **No Clouds, no Googles, no PDF's.** I use a very old computer at home, and it won't handle much beyond plain, attached word documents.
- Submit the assignments in an attachment, by email to my UTD email account: [davidr@utdallas.edu](mailto:davidr@utdallas.edu)
- This is of extreme importance; the subject line of each emailed assignment is to be constructed as follows
  - Your last name, your first name, course name, number, section, followed by the number of the assignment
  - For example, in the email subject line enter
    - **Smith, John, OBHR 4333-001, written assignment # 1**
  - This is necessary to make sure everyone receives appropriate credit for submitted assignments
- Late assignments will not be accepted.

- You have received the assignments in plenty of time to get them prepared even with the normal occurrences of life. Quit doing things at the last second. There will not be any excused late assignments. “Forgetting” to send an assignment in a timely manner is no excuse.

### **And a separate note regarding citations**

I was shocked last semester at the lack of understanding concerning citations and sources. In the syllabus I said that “it is imperative that you use good citation habits.” The majority of the students last semester didn’t use any citations and many did not offer a list of sources. Several of the students claimed that they had all the knowledge they needed for the assignment and didn’t need any outside sources. The papers were correspondingly weak. Others provided a list of sources (without citations) that sometimes had little to do with the work.

A citation is not just a list of sources. A citation tells your readers that specified material in your effort came from another source. This greatly strengthens your work by lending support to your ideas. It showcases the effort and work you put into the project. It becomes more than just a rehashing of class notes.

You must use a citation:

- when another person’s work has been important to the development of your ideas,
- when you use quotes or paraphrases,
- when you express an idea that originated elsewhere,
- when you have made any specific reference to someone else’s work.

I don’t think this is news to anyone. I think we’ve all just become lazy. Truthfully, I think Covid and the resulting dependence on online education has a lot to do with it. We rarely experienced this issue before Covid. And now it’s commonplace. As stated before, you can use any standard style citation you are comfortable with such as APA, Chicago, MLA, Turabian and so on. Your computer supports them all. If you don’t know how to do it; figure it out.

Anyone that doesn’t include at least four (4) appropriately formatted citations from a minimum of 3 sources will receive a zero on the written assignment without the opportunity to redo the paper. I can’t make this any plainer. If there is something you don’t understand; please ask me about it during class.

### **Topics for written assignments.**

Below is a list of potential topics for written assignment #1 and written assignment #2. Choose one topic from the appropriate list for the indicated written assignment. The assignments will be completed individually (no groups or teams). I do not need to know beforehand which topic you have chosen.

#### **Topic list for written assignment #1: Choose one.**

What are effective performance measures and how do you ensure that your performance measures are useful?

Explain the advantages and disadvantages of the different sources of information used to evaluate the performance of employees.

How do an organization’s demands influence its performance management process?

How do you link strategic goals to performance measures?

How can we increase the use of performance information in business decisions?

#### **Topic list for written assignment #2: Choose one.**

What legal aspects must you consider when designing and implementing a performance management system.

Explain how environmental circumstances affect the design and implementation of a firm's performance management system.

Describe the role training would play to ensure employees trust the organization and its leadership.

Why is performance management needed in the public sector?

How would you integrate performance management with other human resources and employee development activities?

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## Classroom Conduct Requirements Related to Public Health Measures

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Spring 2022 semester. Public health measures may be required for class participation (e.g., wearing of masks, social distancing) and students who refuse to comply may face disciplinary action for Student Code of Conduct violations.

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "What should I do if I become sick?" webpage)

## Grading Policy

Final Grade Calculation will be as follows (percent of total points):

97 and above	A+		
93 – 96.99	A		
90 – 92.99	A-	Grade evaluation mix	
87 – 89.99	B+	Test #1	30%
83 – 86.99	B	Test #2	30%
80 – 82.99	B-	Two written assignments at 15% each	30%
77 – 79.99	C+	Attendance (10 days, 1% each)	10%
73 – 76.99	C		
70 – 72.99	C-		
67 – 69.99	D+		
63 – 66.99	D		
60 – 62.99	D-		
anything below 60%, is a grade of F			

## Course Policies

### *Extra Credit*

It is my practice as I will state many times in class that I do not round or curve grades or offer extra credit of any type before transitioning a numeric grade to a letter grade. For example, as presented in the syllabus, I use greater than or equal to a grade of 93 as the transition from a grade of A- to a grade of A. I can understand the disappointment inherent in missing a grade transition by what seems to the person earning the grade to be a small amount. However, if I round up every grade of 92.5 to a grade of A; then the grade transition point becomes 92.5 instead of the 93 that I announced. Students with a 92.4 (and much lower as evidenced by the emails I receive) would then wish to have their grade curved. I prefer to keep things straightforward and fair by announcing a grade boundary and then following it. The process is then more objective and does not allow space for subjective grade adjustments which are almost always unfair to someone. Not everyone earns a grade of "A". Everyone that earns a grade of "A", will receive one. Everyone

receives the grade they earn. That is the essence of fairness. If at any point during or after the semester you should feel inclined to ask about further grade “rounding” or “curving”; you will be referred to the syllabus.

### *Late Work*

Late written assignments will not be accepted. Recorded absences cannot be “made up.”

### *Class Materials*

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

### *Class Attendance*

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected regardless of modality. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Excused absences include and are limited to: absences for documented deaths in one's immediate family, documented medical problems, documented formal UTD athletic and scholastic events, religious holidays, and documented jury duty. You will receive an excused absence if you supply proof of the excuse and if I am advised by e-mail no later than the day of class. If you will be unable to attend class regularly, then you should probably find another course to enroll in this semester. I reserve the right to decide if an absence is excused in all other cases. I do not consider studying for an exam, working on a project, attending a club meeting, attending a review session for another class, picking up people at the airport, taking a test in another class, resting because you are tired, or attending a party among other reasons to be excused absences. The roster will be checked on ten (10) of the class days.

- If you do not sign in or respond to a roster check, you will not be counted as present in class. I will not honor appeals that are submitted after the fact.
- If you choose to show up for class, acknowledge the roster, and then leave before class finishes: it will be noted, and the attendance grade will be adjusted accordingly.
- If you choose to show up late in the class period (after the roster has been checked); you will not receive credit for the attendance.

Regarding the use of grades for attendance: Due to the difficulty regulating a University wide attendance policy, the University gives professors the authority to set their own attendance rules. There is a positive correlation between attendance and course performance in this class. I therefore choose to enforce an attendance policy. By the time you have reached junior and senior level courses at UTD, my assumption is that you have acquired the skills and habits that you will need for your post-undergraduate career; whether it be work, grad school, medical school, or anything else. Responsibility, punctuality, and attendance are part of that required skill set. I understand that at lower levels, teachers often feel the need to lower expectations assuming students will acquire the necessary skills at some later point in their academic careers. I don't personally believe in such a policy of “social promotion” nor do I wish to assume that you will acquire skills and knowledge at a later date or somewhere else. I therefore choose to enforce the attendance policy as stated in the syllabus.

### *Class Participation*

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

### *Classroom Citizenship*

We will respect all opinions and cultures in class. Students will be expected to be open minded and willing to learn and experience. By the same token, this class will not be a forum for any student (or professor) to personally attempt to advance any cultural, religious, or political viewpoint beyond the scope of the material considered pertinent to the course.

Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Sec. 3, Subsection 3.2, Subdivision 3.22). All policies on scholastic dishonesty will be strictly enforced.

### **Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

### **Academic Support Resources**

The information contained in the following link lists the University's academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

This syllabus is subject to change at the discretion of the Professor.