Course Syllabus

Course Information

OBHR 4333-5U1   **Performance Management**   Summer 2016

Professor Contact Information

Instructor: David Ritchey   University of Texas at Dallas
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Course Pre-requisites, Co-requisites, and/or Other Restrictions

Prerequisites: OBHR 3310 and OBHR 3311 and OBHR 3330.

Course Description

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. Special attention will be placed on developing performance management systems for small and large, for-profit and not-for-profit, and domestic and global organizations, and in all industry segments.

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 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) identify relationships between performance and profit.
2) apply concepts of knowledge management and learning organization.
3) understand the nature of organizational culture and values as a critical resource.
4) recognize key indicators that signal possible mental health and substance abuse problems in workers.
5) utilize effective techniques for managing difficult workers who disrupt workplace performance.

Required Textbooks and Materials

Required Text: *HBR's 10 Must Reads: The Essentials*   Harvard Business Review

Suggested Course Materials

Assignments & Academic Calendar

Course Schedule
<u>Class Day</u> <u>Topics Covered</u>
5/24/16   Intro to Performance Mgt., housekeeping, deciding who is going to do what

5/31/16   The Individual Customers of Performance Mgt.
6/7/16   Why Organizations and People Fail to Achieve, Stakeholder Valuations, **HBR #5**
6/14/16   **HBR #9,** Improving Job Design, *Reinventing Strategy,* **HBR #6**
6/21/16   Synergistic Relationships, Performance Coaching, **HBR #7, training #1**
6/28/16   Evaluations, Progressive Discipline, Termination, Performance Growth Plans, **HBR #3** , **training #2**
7/5/16   Integrating Compensation & Strategy, **HBR #2**
7/12/16   Leadership Effectiveness, Trust, Creativity, Empowerment, **HBR #4, training #3**
7/19/16   Performance Problems, Mental Health, Workplace Violence, **HBR #1, training #4**
7/26/16   HCHRM, Governance, Professional Intellect, Strength Based Leadership, **HBR #8 and #10, training #5**

I reserve the right to alter any portion of the preceding syllabus according to my best judgment.

Assignment #1: You have been assigned by your boss to present a training exercise

There are 100's of training activities and interactive exercises that can be used to promote effective management among various groups of people. These activities are used for all sorts of groups from high school students to executives of large companies. These activities may be as simple as having people break off into groups and discuss course topics. They may be as complex as taking part in ropes courses or having teams complete complex tasks within the framework of limiting rules. Training activities often have to do with for example, the development of trust because effective leaders must have the trust of the people with whom they are working. In addition to establishing trust, many training activities involve the development of team building skills, communication skills, problem solving skills, and creativity. Some exercises consist of questionnaires to help the respondents discover clues to their own abilities.

Your assignment is to present a training activity to the class that revolves around one of the topics we will be covering nightly. Please be aware of and sensitive to any physical limitations that members of our class might possess. This may be an exercise you have participated in, one you found devised by someone else, or an original activity. Be aware that guiding people through a training exercise is not easy. Keep things simple and plan the exercise to last no more than thirty minutes. A group will present on each of the days listed below and will develop a topic from the general competency areas listed below.

Training #1   6/21/16   Synergistic Relationships, Performance Coaching *by Pamela and Nhan*
Training #2   6/28/16   Evaluations, Progressive Discipline, Termination, *by Miller and Akash*
Training #3   7/12/16   Leadership, Trust, Creativity, Empowerment *by Uchenna and Candace*
Training #4   7/19/16   Performance Problems, Mental Health, Workplace Violence *by Molly and Diana*
Training #5   7/26/16   Professional Intellect, Leadership *by Mohammed and Jessica*

You will submit a typed description of your planned training activity with the following headings:
1) Indication of general competency area that this training will support
2) Indication of specific applicable content area
3) Description of the purpose or perceived importance of the activity
4) Description of the activity
5) List of the key debriefing questions that you will ask at the conclusion of the activity
6) Key learning points that should have been achieved

The six items listed above should also form the basis of the power point presentation you will use in support of your training activity. Please make sure the names of everyone in your group are listed on the description.

HBR 10 Must Reads presentations

The *HBR 10 Must Reads* series is a wonderful resource. Each contains 10 journal articles considered near paradigm changers in their fields. We will be using the *Essentials* edition.

- You will individually be responsible for one of the journal articles.
- You will need to prepare an extremely inclusive summary of the article in outline format that will allow anyone reviewing the outline to take advantage of the information contained in the article.
- You will also prepare a power-point presentation of the article to present to the class on the days indicated in the syllabus.
- Your presentation should last about fifteen minutes.
- Your presentation is to include questions to elicit contributions from the class; not factual answers but answers requiring some depth of thought.
- Other information to include
  - Who is the author?
  - What qualifies them to be considered an authority on the subject?
  - What is the original date of publication of the article?
  - Is the information still timely if the article is not a new one?
  - Has the passage of time vindicated the views expressed in the article?
- You are also required to e-mail me your outline in a word document and your power-point presentation by the day before your presentation is due.
- You will need to be prepared to answer questions from either the class or myself in order to insure everyone helped on the project.
- If you are unprepared on the day assigned for your presentation, the credit eventually awarded for the assignment will be cut in half.
- If you simply don't show up and the absence does not meet the excused absence criteria presented in this syllabus including prior notification, your credit upon eventual completion of the project will be cut in half.

HBR Must Reads, *The Essentials* articles

#1) **presented on 7/19/16, by Miller**
"Meeting the Challenge of Disruptive Change," by Clayton M. Christensen and Michael Overdorf

#2) **presented on 7/5/16, by Nhan**
"Competing on Analytics," by Thomas H. Davenport

#3) **presented on 6/28/16, by Jessica**
"Managing Oneself," by Peter F. Drucker

#4) **presented on 7/12/16, by Mohammed**
"What Makes a Leader?" by Daniel Goleman

#5) **presented on 6/7/16, by Molly**
"Putting the Balanced Scorecard to Work," by Robert S. Kaplan and David P. Norton

#6) **presented on 6/14/16, by Diana**
"Innovation: The Classic Traps," by Rosabeth Moss Kanter

#7) **presented on 6/21/16, by Uchenna**
"Leading Change: Why Transformation Efforts Fail," by John P. Kotter

#8) **presented on 7/26/16, by Pamela**
"Marketing Myopia," by Theodore Levitt

#9) **presented on 6/14/16, (at the beginning of class), by Candace**
"What Is Strategy?" by Michael E. Porter

#10) **presented on 7/26/16, by Akash**
"The Core Competence of the Corporation," by C.K. Prahalad and Gary Hamel

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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+	Essential presentation	25%
83 – 86.99	B	Training Exercise	25%
80 – 82.99	B-	Attendance	25%
77 – 79.99	C+	Involvement/Participation	25%
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 & Instructor Policies

If you wish to do well in this class:
- attend class regularly, participate thoughtfully
- arrive on time, don't suggest a time to leave, try to not walk out in the middle of a lecture
- do your own work, no side conversations, turn off all electronics
- I reserve the right to, if attendance lags, change the syllabus and grade structure to encourage better attendance.

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 to personally attempt to advance any cultural, religious, or political viewpoint beyond the scope of the material considered pertinent to the course.

UT-Dallas Policy on Cheating:
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.

Off-campus Instruction and Course Activities

none

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."

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

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.