

**San José State University**  
**College of Business/School of Management**  
**BUS3 155, Course Code 47632, Performance Management &**  
**Development, Section 1, Fall 2017**

**Course and Contact Information**

<b>Instructor:</b>	Ekta Vyas
<b>Office Location:</b>	BT 652
<b>Telephone:</b>	(408) 924-6037
<b>Email:</b>	<a href="mailto:ekta.vyas@sjsu.edu">ekta.vyas@sjsu.edu</a>
<b>Office Hours:</b>	Thursday, 5: 00 - 6: 00 PM, or by appointment
<b>Class Days/Time:</b>	Thursday, 6:00 pm – 8:45 pm
<b>Classroom:</b>	BBC 102
<b>Prerequisites:</b>	Bus150 and COMM 100W required. Completion of Bus157 and Bus154 or concurrent enrollment is suggested. Otherwise, instructor consent required.

**Course Description**

This course examines assessment and performance management of individuals, groups and organizations in a rapidly changing environment. Explores need for change management skills such as organizational development, career development and coaching to assess and improve the talent base of organizations. Project required.

**Course Goals**

An organization's success is determined in large part by its people. The human capital of an organization is often the key driver to successfully execute its business strategies and establish a sustainable competitive advantage. The performance management and development systems chosen and implemented by organizations play a significant role in aligning organizational priorities to its people's performance, and leveraging its talent's capabilities to meet and exceed its bottom-line. The objective of this course is to provide students with the knowledge of how to design, deliver and evaluate performance management and development systems, with an understanding of the relationship between performance management and organizational strategic planning.

**At the end of this class you should be able to:**

- Demonstrate an understanding of the multidisciplinary scope of performance management systems, and the interplay between the science and practice of managing people and organizational performance.
- Develop ability to design and evaluate performance appraisal tools that improve performance and understand the role of effective administration of the performance management system in an organization.
- Demonstrate an understanding of alignment of organization's strategic planning and performance management process and the relationship between strategies, goals and firm performance.
- Analyze problems and potential solutions from the individual, group, organization, systems and contingency perspectives.
- Demonstrate an understanding of the links between a performance management system and other human resources functions, including recruitment and selection, training and development, workforce planning and rewards and recognition systems.
- Develop an understanding of the employee development and succession planning process.
- Develop an understanding of the relationship between Human Resource Development (HRD) theory and applications in areas such as design and delivery of performance management, coaching, career management, organizational development, and change management.

**Required Texts/Readings**

The textbook for the course is Performance Management (3rd ed.), Aguinis, Herman, 2013). Pearson Education Inc. ISBN-13: 978-0-13-255638-5.

This book is available as a textbook (buy or rent) at the SJSU bookstore in hard copy.

It is also available in e-text format and can be purchased at: <https://www.vitalsource.com/products/performance-management-herman-aguinis-v9780133467864>

**In addition, there will be several reading assignments provided to you during the semester and posted at CANVAS. See Reading List at end of syllabus.**

You are strongly encouraged to read the San Jose Mercury News or Wall Street Journal, as well as any other newspapers and magazines available to you, such as Harvard Business Review (many available on-line for free). This is important because the news stories directly related to Human Capital Development will be discussed as much as possible. Being aware of business news in general, as well as its implications to strategic performance management, is important for you.

**COB Library Liaison:** Kevin Ariento, (408) 924-1812, kevin.ariente@sjsu.edu

## Assignments and Grading Policy

This upper division elective course will emphasize the exercise of student critical thinking skills, selection and application of appropriate problem-solving techniques and development and delivery of effective writing and presentations. Special emphasis will be placed on: (1) awareness development, (2) analytical reasoning, (3) personal skill-building and (4) organizational applications. A mixture of class presentation formats such as: lectures, discussion, readings, case analyses, legal briefs, videos, and group exercises, will be used in pursuit of our objectives.

### Expectations

Classes will be interactive, with both the instructor and students sharing in the process.

1. **Attendance.** First, I expect you to demonstrate an interest in the course by consistent attendance in class and regular introspection and application to your own experience. Regular attendance throughout the semester is critical and appreciated (as is arriving on time). Understanding (not to mention a decent grade) will not be acquired by reliance on readings instead of class attendance nor vice versa.
2. **Preparation.** Come to class having completed the assignments for that day, review those materials prior to class so you are prepared to discuss them, and bring your course materials with you to class. Class time will be spent evaluating, integrating and supplementing the material covered in the assignments, not reviewing that material.
3. **Professionalism.** Be respectful of each other. I fully expect a high level of courtesy and professionalism in the classroom setting; this means minimal talking, no cell phones, no IMing or text messaging, etc. These behaviors are distracting and disrespectful not only to me but to your fellow students as well.
4. **Application.** Ask questions and contribute your thoughts and personal experiences whenever relevant. When students actively contribute to the discussion, everyone benefits from a more positive learning environment and the class becomes more interesting and fun. Remember, we are all in this class to learn from one another! I hope you will try to apply this material to your own work situation, now and/or in the future. This course is for your benefit and development, and you will get the most out of the course (and ultimately be most successful) by making it relevant to your own life situation.

**You are responsible for the material in the chapters as well as the materials covered in classes.**

#### a. Projects:

**There will be one group project and one individual project.** Teams will be formed in the first few weeks of class. Each team will be encouraged to work collaboratively throughout the semester on their project. During the class sessions where the project will be discussed, the team will be expected to lead and facilitate the class discussion. It will be expected that all team members are prepared in advance and actively participate in the discussion. **Each team will prepare either a poster project report or power point presentation.**

**b. Exams and Quizzes:**

**There will be a mid-term exam and a Final.** Exams will consist of material in the text, material covered in class (including cases, exercises, discussions, videos, etc), assignments, and outside reading as assigned. The exams will require you to understand and be able to apply course concepts, rather than simply memorize them. It is to your advantage to review end of chapter questions and to study the cases in the book, and those presented in class. This will help you develop an understanding of and ability to apply concepts.

All exams will be TRUE/FALSE, MULTIPLE CHOICE and/or SHORT ANSWER. They will be answered on 882-E scantron answer sheets. Make sure you bring the scantron sheets and #2 pencils to each class. If you are more than 20 minutes late for the start of the exam, you will not be allowed to take the exam. The only instance in which a make-up exam will be considered is if there is a real emergency or documented illness. If these cases do not apply and you miss an exam, you will receive a zero for that test. Make-up exams are given at the discretion of the instructor.

In class cases/exercises may involve individual or group work or exercises and some homework assignments. If you are absent on an in-class exercise, quiz day (or are late and miss it), you will receive a zero for that exercise or quiz. **There will be no make-ups for missed in-class activities or quizzes.**

**c. Cases:** You will be required to submit a short assessment (up to two pages) of three case studies of your choice, one each from Part I, II and III of the text book. Selected case studies from the text will also be reviewed and discussed in the class to develop a better understanding of the topic being studied, and are excluded from the list of choice for students' personal submission towards course grade.

**d. Class Participation:**

The value of the course to you personally will be enhanced by your active participation in the class. During the class, the information in the assigned readings will be reviewed, cases will be discussed as will critical incidents and news stories in general. Therefore, it is very important that you read the assigned material prior to class. Since some students are not as comfortable speaking in the larger class, there will also be group discussions by teams of classmates.

As classes are interactive, excessive absence or tardiness will result in lack of participation and failure to learn from the interactions and discussions. Achieving learning objectives of this class requires regular attendance, in class participation, assigned reading, and approximately 4-6 hours per week outside the class.

By remaining in the course after the initial class meeting, you have agreed to participate in a positive manner in the class discussions and to be professional in your discourse. Demonstration of respect for the ideas of others even when in disagreement is a requirement of class membership. Anyone who does not expect to attend class regularly, who expects to be a passive recipient of information, or for whom the aforementioned conditions are for any other reason not acceptable, should drop the course.

**e. Guest Speakers:**

I am a firm believer in the scholar-practitioner model of learning. It is critical to take the theory we learn in the classroom and be able to bridge it to the reality of the workplace. My guest speakers bring in not only "real-life" experiences from their workplaces, but also insights into working in their respective fields so you can use that to guide your career choices.

**f. Grades:** A grading curve is not used so as to prevent the overall intellectual caliber of the class (which can vary significantly from class to class) from entering into the determination of a student's final grade. Thus, a

student's performance is measured solely against the standard of the grading scale and not against those around him or her.

**Your course grade will be based upon a weighted combination of scores on the following:**

<b>Grade Component</b>	<b>Possible Score</b>
Class Participation	40
Project # 1 (individual)	30
Project Team	50
Cases (3 @ 20 pts. Each)	60
Mid-term Exam	60
Final Exam	60
Total Possible Points	300

**I will be using Canvas for posting grades throughout the semester so you can keep track of your progress.** The Team Presentation and Class Participation points will not be determined until the end of the course since these scores will be based to some degree on peer comparisons. If you need guidance on your grades in the class, please take advantage of my office hours and come meet with me. Opportunities for extra credit will be available to make-up for low scores and increase your course grade.

**Posting photo at Canvas:** My goal is to get to know each of you this semester. To help facilitate that, please post a recent, G-rated photo (preferably headshot) of you at your Canvas Profile.

### **University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

### **Classroom Protocol**

Lucas College and Graduate School of Business: Program Goals and Class room policy  
<http://www.sjsu.edu/cob/Students/policies/index.html>

To ensure that every student, current and future, who takes courses in the Boccardo Business Center has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, the Lucas College of Business at San José State has established the following policies:

#### **Eating:**

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

#### **Electronic Devices:**

Students will turn their devices off or put them on vibrate mode while in class. They will not access their device or answer their phones in class without prior notification to the instructor. Students who disrupt the course and

do not stop when requested by the instructor will be asked to leave the class for the day. Repeat offenders will be referred to the Judicial Affairs Officer of the University.

### **Computer Use:**

In the classroom, faculty allow students to use computers/PDAs only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension

from the University.) Students are urged to confidentially report to the instructor computer use that they regard as inappropriate (i.e., used for activities that are not class related).

## **Lucas College and Graduate School of Business**

**Mission:** We are the institution of opportunity in Silicon Valley, educating future leaders through experiential learning and character development in a global business community and by conducting research that contributes to business theory, practice and education.

### **College of Business Program Goals:**

(Not all program learning goals are covered in every course)

#### **1. Business Knowledge**

- Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

#### **2. Communication**

- Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

#### **3. Ethical Awareness**

- Recognize, analyze, and articulate solutions to ethical issues that arise in business.

#### **4. Leadership, Teams and Diversity**

- Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

#### **5. Critical Thinking**

- Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

#### **6. Innovation**

- Recognize, analyze, and articulate strategies for promoting creativity and innovation.

# **BUS3 155, Performance Management (PM) & Development, Section 1, Fall 2016**

**(Please note that the course calendar is “subject to change with fair notice”)**

The exam schedules are firm. Please plan your work and travel schedules so that you are able to take them when scheduled.

**Assignments: NOTE that the Class Date is the assignment due date.**

---

## **WEEK 1**

**Date:** August 24

**Topic:** Course, instructor and student introductions, Green Sheet review, Overview of PM and HRD

**Homework:** None due for first session – **bring your textbook to class each session.**

---

## **WEEK 2**

**Date:** August 31

**Topic:** Fundamentals of PM and integration with HRD (Human Resource Development)

**Reading Assignment:** Chapter 1 and Readings posted at CANVAS

R1: Discipline of HRD

R2: New Talent Strategy (Extra credit article)

R3: Driving Performance

---

## **WEEK 3**

**Date:** September 7

**Topic:** PM and Strategic Planning

**Reading Assignment:** Chapter 3 and Readings posted at CANVAS

R4: Putting the “Performance” back in Performance Management

R5: Perceived Purposes of Performance Appraisals (Extra credit article)

R6: What Makes Performance Appraisals Effective (Extra credit article)

---

## **WEEK 4**

**Date:** September 14

**Topic:** PM Process and Models

**Reading Assignment:** Read Chapter 2 and Readings Posted at CANVAS

R7: Performance Appraisal and Performance Management: 100 years of Progress? (Extra credit article)

R8: What if we could replace performance evaluations with four simple questions?

---

## **WEEK 5**

**Date:** September 21

**Topic:** Measuring Performance

**Reading Assignment:** Read Chapter 4 and Chapter 5, and Readings Posted at CANVAS

R9: Riding the Performance Management Roller Coaster

R10: Measuring Individual Work Performance

R11: Relationship between Contextual and Task Performance and Interrater Agreement: Are there any? (Extra credit article)

**DUE SEPT 21 at CANVAS: TOPIC FOR TEAM PROJECT and CASE STUDY 1**

---

## **WEEK 6**

**Date:** September 28

**Topic:** Designing PM Systems

**Reading Assignment:** Chapter 6 and Chapter 7

R12: Encouraging Effective PM Systems

---

## **WEEK 7**

**Date:** October 5

**Topic:** EXAM 1 in CLASS (Covers Chapters 1-7)

---

## **WEEK 8**

**Date:** October 12

**Topic:** Employee Development and Feedback Systems; The PM Transformation at Adobe: Guest Speaker – Donna Morris

**Reading Assignment:** Chapter 8 and Reading posted at Canvas

---

## **WEEK 9**

**Date:** October 19

**Topic:** Employee Engagement and Coaching

**Reading Assignment:** Read Chapter 9 and Readings Posted at CANVAS

R14: It's time to rethink the Employee Engagement Issue

R15: Optimizing Perceived Organizational Support to Enhance Employee Engagement (Extra credit article)

R16: The five elements of a "Simply Irresistible Organization"

---

## **WEEK 10**

**Date:** October 26

**Topic:** Keynote Video (Blow Up Your Performance Review and Unleash Your People); Time to work in Project Teams

**DUE OCTOBER 26 at CANVAS: CASE STUDY 2**

---

## **WEEK 11**

**Date:** November 2

**Topic:** Career Management and Succession Planning; Keynote Video (Adopting a Growth Mindset in Performance Management)

**Reading Assignment:** R17 posted at CANVAS

---

## **WEEK 12**

**Date:** November 9

**Topic:** Legal Issues Impacting PM and Managing Team Performance

**Reading Assignment:** Chapter 10 and 11

R18: The Effect of Top Management Team Performance & Cohesion on Organizational Outcomes (Extra credit article)

R19: Improving Communication in Virtual Teams

**DUE NOVEMBER 9 at CANVAS: CASE STUDY 3**

---

## **WEEK 13**

**Date:** November 16

**Topic:** Organizational Development and Change Management; Guest Speaker

**DUE NOVEMBER 16 at CANVAS: INDIVIDUAL PROJECT PAPER**

---

## **WEEK 14**

**Date:** November 23 – NO CLASS

---

## **WEEK 15**

**Date:** November 30

**Topic:** Guest Speaker; Extra Credit Article/Case Study Presentations

---

## **WEEK 16 and 17**

December 7, 14

**Topic:** Group Presentations Wrap-Up, Semester Wrap-up, Final Exam Review

**Final Exam Date: THURSDAY, DECEMBER 14, 2017, 5:15 PM (*NOTE time is earlier!*)**

## **INDIVIDUAL PROJECT**

Conduct a phone or personal interview with a line manager or human resources manager. Ask the interviewee of the role that performance management program of the company plays in the employee development process in his or her company; the employee development and career planning model applied at the company; and the effectiveness of the employee development process.

Submit a paper in 500-700 words describing the interview findings, and your diagnosis and assessment of the organization's employee development and career management program as it relates to performance management, what seems to be working, and how can the organization improve its employee development process.

## **TEAM PROJECT**

Choose an organization of your choice and assess its Performance Management System. Prepare a poster project, or a power point presentation with your diagnosis and assessment of the organization's PM system based on the following criteria.

1. The organization's PM philosophy and purpose.
2. Link of the organization's PM program to its strategic plan (include vision, mission and environmental analysis)
3. Key features of the PM system and performance appraisal process.
4. The relationship between the organization's performance and reward system.
5. The integration of PM with other human resources and employee development activities.
6. Your critique of the organization's PM system based on the characteristics of an ideal PM system, and your assessment of the integration between the organization's PM program and strategic goals.

Additional information and guidelines for the team project will be posted on Canvas and discussed in the class.

## **EXTRA CREDIT ARTICLE/CASE STUDY REVIEW and ASSESSMENT**

Select one of the extra credit articles, or an additional Case Study of your choice from the text. Review and prepare a short presentation highlighting the learnings from the article, or assessment of the case study. Students opting for the extra credit will present assessment of their articles/case study to the class in Week 15 of the semester. Each presentation will have a possible score of 10 for extra credit opportunity.