University of Minnesota  
Carlson School of Management  
Department of Work and Organizations  
HRIR: 5442 Performance Management  
FALL 2016

Wednesdays, September 7 – October 19

**Instructor**  Larry Bourgerie  
**Office**  4-243 CSOM  
**Phone**  (612) 385-8399  
**E-mail**  bourg007@umn.edu  
**Office hours**  2 hours prior to class, by appt.  
**Room**  Carlson 1-143

*Always include your name and course number in the subject line of email communications*

**INSTRUCTOR BIOGRAPHY:**  
Larry Bourgerie is an educator and HR professional with twenty-five years experience in human resources and fifteen years teaching at the University level. He has held positions as an HR Consultant, SVP/Director of HR at TruStone Financial, HR Director at TCF Bank, OD Specialist at HealthPartners, Inc. and The Pillsbury Company. He consults in leadership, organizational and employee development, with a client list including Park Nicollet, Medica, Children’s Museum of Minnesota, University of St. Thomas, State of Minnesota, City of Minneapolis and Hennepin County. He earned his B.A. in Business and his Master of Arts in Industrial Relations from the University of Minnesota Carlson School of Management. He has SPHR and SHRM-SCP certifications from the Society for Human Resource Management (SHRM), is active in state and national chapters of SHRM, and is a past president of Twin Cities Human Resource Association. He teaches HR Management, Organizational Behavior and Performance Management.

**TEACHING PHILOSOPHY:**  
I see my role as an instructor to design a course that provides you with the best course content available and to facilitate a learning environment that stimulates your thinking around the subject, to encourage you to think critically about the challenges of business and leadership today, and integrate your learning.

**COURSE DESCRIPTION**  
This course focuses on theories, strategies, practices, and ongoing issues in the management of employee performance, developing employee potential, supporting professional growth and career development in organizations. It provides an overview and analysis of human resource practices and systems dealing with performance management, talent management, training and development, coaching and compensation.
COURSE OBJECTIVES

Upon completion of this class, students will:

- Understand the components of an effective Performance Management system in an organization and the importance of aligning with other HR systems
- Understand the role of Talent Management in the Performance Management Process.
- Understand what Performance Management is and the positive impact in organizations
- Identify the difference between Performance Appraisal and Performance Management
- Analyze the different types of Performance Management systems and identify advantages/disadvantages of each
- Understand how a Performance Management system works with recruiting, on-boarding, compensation, and employee development
- Understand the components and differences of performance feedback and performance coaching and how to apply each of them
- Review methods to coach/train supervisors to effectively execute a Performance Management system
- Understand how a Performance Management system plays into overall employee engagement and morale
- Explore the role of culture and civility as a function of overall performance and engagement
- Explore what the research say about the ROI of formal/informal Performance Management systems
- Apply skills in analyzing, evaluating and improving performance

COURSE METHODOLOGY

A combination of lecture, large and small group discussions, case studies, exercises, video materials will be used to maximize learning for all participants.

REQUIRED MATERIALS


Course Packet Articles and Case Studies (CP)

- HRB Case Study; Performance Management at Vitality Health Enterprises, Inc.; John B. Bingham, Michael Beer
- Case Study; Margaret Jefferson: Performance Issue at a Performing Arts Company (A), Ivey
- Conducting a Performance Appraisal Interview; John B. Bingham, Michael Beer
- Formal Performance Appraisal: Improving Results Through Feedback, HRB
- Differentiation of Talent; Rethinking Performance Management, HRB, Dick Grote
- Performance Management That Drives Results, Harvard Management Update, Loren Grey

ASSIGNMENT POLICIES

All papers and projects should be turned in on the due date listed. Late work loses up to 10% that day, and up to 10% each day afterword.

All papers and projects should be handed in on paper unless otherwise specified. All papers and projects should be 1.5 spaced in 11-12-point font, and in APA format.
# ASSESSMENT GRADING SUMMARY

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Engagement; Attendance, Preparation and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Moodle Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Case Study – Jefferson (Individual)</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study Vitality HealthCare (Team)</td>
<td>20%</td>
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<tr>
<td>Exam (Take Home Essay)</td>
<td>35%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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# ASSIGNMENT DESCRIPTIONS

- **Case Study**
  - There will be 2 Case Studies to help you apply the material to real life situations. These are found in the Course Packet. Details will be provided in class.

- **Moodle quizzes**
  - There will be weekly quizzes on Moodle to give you weekly ongoing feedback on your “performance”.

- **The Final Exam** will consist of essay questions. It will be a take home exam.

# EVALUATION

In order to improve your leadership and management skills you will evaluate yourself in addition to my assessment. Though being evaluated is somewhat uncomfortable for most of us, you may find it one of the most beneficial aspects of the course. It is the same process used in performance appraisal systems.

# GRADING IS AS FOLLOWS:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A/A-</td>
<td>Superior Performance – Total understanding (written and verbal) of all materials with superior demonstrated ability to apply knowledge</td>
</tr>
<tr>
<td>B+/B/B-</td>
<td>Good Performance – Excellent understanding (written and verbal) of all materials with demonstrated ability to apply knowledge to most situations</td>
</tr>
<tr>
<td>C+/C/C-</td>
<td>Average Performance – Adequate understanding (written and verbal) of most materials with demonstrated ability to apply knowledge to most situations</td>
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*Integration of work means citing references from readings, lectures and outside readings rather then offering a narrative regarding the question or topic.

# CLASS POLICIES

**Student Expectations**

Each student is expected to:

- Attend all class sessions. If a student has to miss a class for a valid reason, it is the responsibility of the student to cover the materials discussed. Email instructor to confirm absence. Check Moodle and email regularly for updates.

- Submit assignments and tests on time. Late assignments will be penalized one letter grade.

- Please refer to the APA Manual for format for papers and inclusive language.
CSOM Academic Policies

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.
Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html](http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: [http://policy.umn.edu/Policies/Education/Education/CLASSNOTESTUDENTS.html](http://policy.umn.edu/Policies/Education/Education/CLASSNOTESTUDENTS.html).

Carlson School of Management Course Grading Policy:

In 2009, the results of a comprehensive study of grading in the Carlson School were presented to approved the following grading policy:

Grades are an integral part of the educational process. They are one form of feedback concerning academic performance. The Carlson School is resolute that the differences in course achievement are reflected in the differences in course grades. Grades are based on a combination of exams, terms papers, class participation, case analyses, and other assignments. In all cases, it is the instructor who determines grading criteria.

Final Grades will be based on an A through F scale following the level of accomplishment outlined by the University of Minnesota:

- **A**: Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- **B**: Represents achievement that is significantly above the level necessary to meet course requirements.
- **C**: Represents achievement that meets the course requirements in every way.
- **D**: Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
- **F**: Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and that student that the student would be awarded a grade of "incomplete."

For additional information, please refer to: [http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html](http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html).
**Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: [http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html](http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html)

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html](http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html)

**Disability Accommodations:**

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: [http://ds.umn.edu/student-services.html](http://ds.umn.edu/student-services.html)

**Academic Freedom and Responsibility:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.[Customize with names and contact information as appropriate for the course/college/campus.]

*Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Text Reading</th>
<th>Other Preparation</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>9/7</td>
<td>Introduction to Class; Performance Management (PM) Strategy &amp;</td>
<td>Chap 1 &amp; 2</td>
<td>1-page bio due in class. Syllabus Review - Quiz 1 on Syllabus</td>
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<td>Performance Management Process</td>
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<td>Read and prepare to discuss in class; Performance Management that Drives Results</td>
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<td>– Grey Article (CP- Course Packet)</td>
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<td>Quiz 2 Chapters 1&amp;2</td>
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<tr>
<td>Week 2</td>
<td>9/14</td>
<td>Link to Strategic Planning Defining Performance &amp; Choosing Measurement</td>
<td>Skim Chap 3</td>
<td>Talent Management Discussion</td>
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<td>Approach; Talent Management Models</td>
<td>Read Chap 4</td>
<td>Bring your Organization’s Mission Statement if employed</td>
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<td>Quiz 3 on Chapter 4</td>
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<td>Week 3</td>
<td>9/21</td>
<td>Measuring Behavior &amp; Results</td>
<td>Chap 5</td>
<td>Review, at a high level, your organization’s performance management process-</td>
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<td>discuss in class. Quiz 4 on Chap 5</td>
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<tr>
<td>Week 4</td>
<td>9/28</td>
<td>Gathering Perf. Information &amp; Implementing a PM System</td>
<td>Chap 6 &amp; 7</td>
<td>Performance Documentation</td>
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<td>READ and prepare to discuss Differentiation of Talent – Grote from Assigned Reading</td>
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<td>Quiz 5 on Chapter 6, 7</td>
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<td>Jefferson Case Due Oct. 1st @ 11:59 p.m.</td>
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<td>Week 5</td>
<td>Oct 5</td>
<td>PM &amp; Employee Development PM Skills; Conducting Reviews; Rating</td>
<td>Chap 8 &amp; 9</td>
<td>Quiz 6 on Chap 8 &amp; 9</td>
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<td>Systems, Feedback Performance Discussions</td>
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<td>Bring to class a copy of a performance review from a current or past position</td>
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<td>(if available)</td>
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<td>Week 6</td>
<td>Oct 12</td>
<td>Legal Issues, Team Performance, Role of Culture and Civility in</td>
<td>Skim Chap 10-11</td>
<td>Vitality Case Study Due 10/15 @ 11:55 p.m.</td>
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<td>Performance.</td>
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<td>Group time in class.</td>
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<td>Final Distributed – Due date October 22</td>
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<td>@11:59 p.m.</td>
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<td>Quiz 7 on Chap 10 &amp; 11</td>
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<tr>
<td>Week 7</td>
<td>Oct 19</td>
<td>Civility ‘s Role in Performance Management</td>
<td>TBD</td>
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<td>Performance Management at Vitality Health Enterprises Discussion</td>
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<td>Class Wrap-up</td>
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*NOTE ALL Quizzes are due at 5:30 the day of class*

**DISCLAIMER**

This syllabus is not a contract, but a plan for action. The instructors reserve the right to alter its stipulations, upon prior notification to students, if and when educational circumstances warrant changes.